

N.B. Withdrawn 11/10/1961

ON LOAN.

Parents' National Educational Union.

A Liberal Education for All

THE PRACTICAL WORKING

Particulars of the Parents' National
Educational Union, the Parents'
Union School and the House of
Education.

*It is requested that this pamphlet be returned after reading
to the General Secretary, Parents' National Educational Union,
26, Victoria Street, S.W.1.*

Please return by _____

PARENTS' NATIONAL EDUCATIONAL UNION
(Founded 1888. Incorporated 1921.)
26, VICTORIA STREET, LONDON,
S.W.1.
1928.

Table of Contents.

	PAGE.
P.N.E.U. Leaflet	i
" Form of Membership	ii
The Educational Philosophy of the P.N.E.U.	I
 The Parents' Union School:	
(a) General Prospectus	5
(b) Conditions of Membership, Home Schoolrooms	11
(c) Rules, , , ,	12
(d) Entry Form, , , ,	14
(e) Conditions of Membership, Secondary Schools....	16
(f) Conditions for registered P.N.E.U. , , ,	20
(g) Entry Form, , , ,	21
(h) Conditions of Membership, Elementary Schools	22
(i) Entry Form, , , ,	30
(j) The Group System	26
(k) Answers to Questions	31
(l) Examination Regulations	35
(m) Form for Signature	39
(n) Analysis of Time Tables	40
(o) Time Tables	42
(p) Specimen Programmes	48
(q) , , Examination Questions	65
House of Education Prospectus	79
List of P.N.E.U. Books and Pamphlets other than books stocked by the P.N.E.U. Office	p. 3 Cover.

Parents' National Educational Union.

FOUNDED 1888.

INCORPORATED 1921.

Founder—MISS CHARLOTTE M. MASON.

Presidents—

THE MOST HON. THE MARQUIS AND MARCHIONESS OF ABERDEEN AND
TEMAIR.

Chairman of the Executive Committee—THE REV. H. COSTLEY-WHITE, D.D.

Hon. Treasurer—COL. THE HON. DOUGLAS CARNEGIE.

Hon. Sec.—THE HON. MRS. FRANKLIN.

General Secretary—MISS E. WHYTE.

Org. Secretary—MISS PENNETHORNE.

Central Office—26, VICTORIA STREET, S.W.1.

The Parents' National Educational Union was founded in 1888 in response to a demand from thoughtful parents who desired to know how to give intelligent supervision and guidance to the development of their children's whole nature—physical, mental, moral and spiritual.

Its objects are:—(a) To assist parents of all classes to understand the best principles and methods of Education in all its aspects, those which concern the formation of character, as well as actual methods of teaching. (b) To create a better public feeling on the subject of the training of children, and, with this object in view, to collect and make known the best information and experience on the subject. (c) To afford to parents opportunities for co-operation and consultation, so that the wisdom and experience of each may be profitable to all. (d) To stimulate their enthusiasm, through the sympathy of numbers acting together. (e) To secure greater unity and continuity of Education, by harmonizing home and school training.

The Union aims at giving opportunities for the study of educational problems, and being a meeting ground for intercourse between parents, teachers, and all who are interested in Education. It offers to its members a theory and practice of Education (evolved by Miss Mason) which are found to be most successful both in families and schools of every grade. Among its Central Principles is that a religious basis of work be maintained.

The Parents' Union School. This correspondence school was devised in 1890 for introducing regular work and school training into Home Schoolrooms. Children are classified according to their powers. A Time-Table and Syllabus of work is set for each term in six Forms (ages, six to eighteen) and at the end of the term the pupils receive Examination papers, on which the work done by each child is tested. The distinctive curriculum of the Parents' Union School offers to the pupils a liberal education and gives them an opportunity of establishing relations with living ideas through the study of many great books as well as through nature, art, music, science and handicrafts. Many hundreds of Home Schoolrooms all over the world, a large number of Secondary Schools, an increasing number of boys' Preparatory Schools and some hundreds of public Elementary Schools are now following the Parents' Union School programmes.

The House of Education, Ambleside. A Secondary Training College (started 1891) for teachers in families, classes and schools, working in the Parents' Union School. The interest felt in the House of Education is widespread and the demand for teachers trained there exceeds the supply.

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Parents' National Educational Union.

FOUNDED 1888.

INCORPORATED 1921.

We wish to become Members of the Parents' National Educational Union, subject to your Memorandum and Articles of Association, and herewith enclose 15s. 6d. Kindly furnish us with all information concerning the Branch or Area Organisation (if any) in our district.

Names
(Mr and Mrs.) (Please insert correct form of address.)

Address

The Subscription (which *includes both members of the household*) is 15s. 6d. per annum; for teachers in Public Elementary Schools, 7s. 6d.

The advantages offered to Members are:—

A monthly copy of the *Parents' Review*.

A free ticket for the Annual Meeting, and free attendance at any Meetings or Lectures advertised in the *Review* wherever they may take place.

Opportunity for co-operation and consultation between parents and teachers, who meet here on the same ground.

Opportunity to attend such natural history excursions, reading circles, P.U.S. classes, musical appreciation classes, Shakespeare readings, study circles, etc., as may be arranged in the neighbourhood.

The use of the large library of educational works which is kept at the Central Office.

P.N.E.U. Reading Course for young mothers and elder girls; this is free to members.

A leaflet suggesting occupations for children under school age. Free to members of the P.N.E.U.

The Parents' Union School; this is open to members on payment of special school fees.

The House of Education. A Secondary Training College for teachers in families, classes and schools working in the Parents' Union School.

Membership is not confined to parents; all interested in education may join.

Copies of the Memorandum and Articles of Association can be had by those who require them from the Central Office (price 1s.).

All further particulars can be had from the General Secretary, P.N.E.U., 26, Victoria Street, London, S.W.1.

Office open—10 a.m. to 1 p.m., 2 p.m. to 4 p.m., except Saturdays. (Telephone 0479 Victoria).

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A SHORT SYNOPSIS OF THE EDUCATIONAL PHILOSOPHY ADVANCED BY THE FOUNDER OF THE PARENTS' NATIONAL EDUCATIONAL UNION.

"No sooner doth the truth come into the soul's sight, but the soul knows her to be her first and old acquaintance."

"The consequence of truth is great; therefore the judgment of it must not be negligent."

IN so far as we hold and profess what is known as P.N.E.U. thought, three duties are before us: (a) To give earnest study to the mastery of the principles of our educational philosophy*; (b) Having mastered these, to apply them; (c) To make them known. Here follows a short summary of our principles, but it must be remembered that a knowledge of these formulæ is by no means a knowledge of the principles they aim at summing up.

1. Children are born *persons*.
2. They are not born either good or bad, but with possibilities for good and for evil.
3. The principles of authority on the one hand, and of obedience on the other, are natural, necessary and fundamental; but—
4. These principles are limited by the respect due to the personality of children, which must not be encroached upon, whether by the direct use of fear or love, suggestion or influence, or by undue play upon any one natural desire.
5. Therefore, we are limited to three educational instruments—the atmosphere of environment, the discipline of habit, and

*These are set forth at length in the five volumes of the *Home Education Series*, and in *An Essay Toward a Philosophy of Education*, by Miss Charlotte M. Mason, published by Kegan Paul & Co., all obtainable from the P.N.E.U., Central Office, 26, Victoria Street, London, S.W.1.

the presentation of living ideas. The P.N.E.U. Motto is:
 "Education is an atmosphere, a discipline, and a life."

6. When we say that "*education is an atmosphere*," we do not mean that a child should be isolated in what may be called a "child-environment" especially adapted and prepared, but that we should take into account the educational value of his natural home atmosphere, both as regards persons and things, and should let him live freely among his proper conditions. It stultifies a child to bring down his world to the "child's" level.
7. By "*education is a discipline*," we mean the discipline of habits, formed definitely and thoughtfully, whether habits of mind or of body. Physiologists tell us of the adaptation of brain structures to habitual lines of thought, *i.e.*, to our habits.
8. In saying that "*education is a life*," the need of intellectual and moral as well as of physical sustenance is implied. The mind feeds on ideas, and therefore children should have a generous curriculum.
9. We hold that the child's mind is no mere *sac* to hold ideas but is rather, if the figure may be allowed, a spiritual organism, with an appetite for all knowledge. This is its proper diet, with which it is prepared to deal; and which it can digest and assimilate as the body does foodstuffs.
10. Such a doctrine as *e.g.* the Herbartian, that the mind is a receptacle, lays the stress of Education (the preparation of knowledge in enticing morsels duly ordered) upon the teacher. Children taught on this principle are in danger of receiving much teaching with little knowledge; and the teacher's axiom is "what a child learns matters less than how he learns it."
11. But we, believing that the normal child has powers of mind which fit him to deal with all knowledge proper to him, give him a full and generous curriculum; taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas. Out of this conception comes our principle that,—

"*Education is the Science of Relations*"; that is, that a child has natural relations with a vast number of things and thoughts: so we train him upon physical exercises, nature lore, handicrafts, science and art, and upon *many living books*, for

we know that our business is not to teach him all about anything, but to help him to make valid as many as may be—

"Those first-born affinities
 That fit our new existence to existing things."

13. In devising a syllabus for a normal child, of whatever social class, three points must be considered:
 - (a) He requires *much* knowledge, for the mind needs sufficient food as much as does the body.
 - (b) The knowledge should be various, for sameness in mental diet does not create appetite (*i.e.*, curiosity).
 - (c) Knowledge should be communicated in well-chosen language, because his attention responds naturally to what is conveyed in literary form.
14. As knowledge is not assimilated until it is reproduced, children should "tell back" after a single reading or hearing: or should write on some part of what they have read.
15. A *single reading* is insisted on, because children have naturally great power of attention; but this force is dissipated by the re-reading of passages, and also, by questioning, summarising, and the like.

Acting upon these and some other points in the behaviour of mind, we find that the educability of children is enormously greater than has hitherto been supposed, and is but little dependent on such circumstances as heredity and environment.

Nor is the accuracy of this statement limited to clever children or to children of the educated classes: thousands of children in elementary schools respond freely to this method, which is based on the *behaviour of mind*.
16. There are two guides to moral and intellectual self-management to offer to children, which we may call "the way of the will" and "the way of the reason."
17. *The way of the will:* Children should be taught,
 - (a) to distinguish between "I want" and "I will."
 - (b) That the way to will effectively is to turn our thoughts from that which we desire but do not will.
 - (c) That the best way to turn our thoughts is to think of or do some quite different thing, entertaining or interesting.
 - (d) That after a little rest in this way, the will returns to its work with new vigour. (This adjunct of the will is familiar to us as *diversion*, whose office it is to ease

us for a time from will effort, that we may 'will' again with added power. The use of suggestion as an aid to the will is to be deprecated, as tending to stultify and stereotype character. It would seem that spontaneity is a condition of development, and that human nature needs the discipline of failure as well as of success.)

18. *The way of the reason*: We teach children, too, not to 'lean (too confidently) to their own understanding'; because the function of reason is to give logical demonstration (*a*) of mathematical truth, (*b*) of an initial idea, accepted by the will. In the former case, reason is, perhaps, an infallible guide, but in the latter, it is not always a safe one; for, whether that idea be right or wrong, reason will confirm it by irrefragable proofs.
19. Therefore, children should be taught, as they become mature enough to understand such teaching, that the chief responsibility which rests on them as persons is the acceptance or rejection of ideas. To help them in this choice we give them principles of conduct, and a wide range of the knowledge fitted to them. These principles should save children from some of the loose thinking and heedless action which cause most of us to live at a lower level than we need.
20. We allow no separation to grow up between the intellectual and 'spiritual' life of children, but teach them that the divine Spirit has constant access to their spirits, and is their continual Helper in all the interests, duties and joys of life.

The Parents' Union School*

AMBLESIDE.

(He shall) "pray for the children to prosper in good life and good literature."—(Dean Colet).

Motto: "I am, I can, I ought, I will."

(Founded in 1890 by MISS CHARLOTTE M. MASON, Principal till 1923).

Director:

MISS E. KITCHING.

Secretary:

MISS ESSEX CHOLMONDELEY.

Assistant Secretary:

MISS M. S. W. MARSDEN.

Examiners:

University Men.

The Parents' Union School was devised in 1890 to introduce some of the advantages of school-training into home education. But the principles applied and the methods used have proved as valuable in schools as in home-teaching and there are now many thousands of children doing the work set.

Schools and home schoolrooms generally profit by:—

- (a) A definite and progressive syllabus of work for each term for six Forms (the pupils' ages ranging from 6 to 18).
- (b) A definite number of pages set, term by term, in a good many living books of literary value.
- (c) The scholars' practice of knowing a task of several pages after a *single reading* followed by narration.
- (d) The fact that knowledge acquired in this way is retained perfectly for months or years.
- (e) Examination papers at the end of each term.
- (f) Short hours.

* Address: The Director, Parents' Union School, Ambleside, Westmorland, to whom all communications concerning the School should be sent.

- (g) No out-of-school preparation (but some reading of tales, plays, etc.)
- (h) Few corrections.
- (i) Work set in nature study, handicrafts, art, music, physical exercises, etc.

Various kinds of help in the way of notes, regulations, timetables, etc., are also of use to teachers.

Great attention is given to field work, handicrafts, art studies, and to the selection of the best books. Scholars get the habit of using books and of delighting in them; they acquire a love of nature, some manual dexterity, some ability to produce what they see with brush or charcoal, some power to appreciate art, including music, and some power of execution.

These few considerations may have weight with the Heads of Schools:—

1. The more important books last for two or three years.
2. Two-and-a-half, for Form I., to three or three-and-a-half hours a day for Forms III. and IV., is ample time for the whole of the book-education; Forms V. and VI. work for four to five hours.
3. Much writing is unnecessary, because the scholars have the matter in their books and know where to find it.
4. Classes are able to occupy themselves in study with pleasure and profit.
5. Teachers are relieved of the exhausting drudgery of many corrections.
6. Scholars have the afternoons free for handicrafts, nature work, walks, games, scouting, guiding, etc.
7. The evenings are free, whether at school or at home, for reading aloud (plays, novels, etc., set for the term's work, are read aloud in the evening), singing, hobbies, etc.
- In Boys' Preparatory and Public Schools where the demands of Latin and Greek are paramount, the usual times for preparation may be given without hindering the P.U.S. work, because such work requires no preparation and *is done at a single reading*.
8. Scholars gain many intelligent interests, beget hobbies and have leisure for them.
9. There is no cramming for the term's examination. The scholars know their work, and find it easy to answer questions set to find out what they know, rather than what they do not know.

10. Pupils of any age, however taught hitherto, take up this work with avidity.

11. Boys and girls taught in this way take up preparation for public examinations, etc., with intelligence, zeal and success; for example, they should, after two years in Form V., be able to take the Cambridge School Certificate Examination on the Form V. programme. It is well, in the interests of a liberal education, that pupils should read in the P.U.S. until they are seventeen or eighteen.

This kind of work, besides making the scholar proficient in the usual studies of the schoolroom, should and does result in his power,—

- (a) To grasp the sense of any passage some pages in length *at a single reading*.
- (b) To spell and express himself in writing with ease and correctness.
- (c) To give an orderly and detailed account of any matter he has read once.
- (d) To describe in writing, or orally, what he has seen, or heard from the newspapers;

in fact, to make use, from the beginning, of the natural gift of concentration.

The programmes for each term are sent out before the holidays so that new books can be procured.

Examination papers are sent at Christmas, Easter and Midsummer. At Easter and Christmas the pupils' work is sent up (as directed) and a report is made upon it. For the Midsummer examination the work is not sent up; Members receive the questions set and the programmes for the following term, and report upon the examination themselves.

A term's notice is requested before withdrawal.

It is allowable for Schools which take up P.U.S. work to go on with their present syllabus in subjects such as scripture, languages, mathematics, handicrafts and music. But teachers may well find it advantageous to follow the programmes in these subjects also, and it is exceedingly desirable that they should do so in scripture. It is important that religious teaching should not be too hortatory, as children *must not be bored* in learning the subject which is of most moment to us all; for this reason the continual progress required by the P.U.S. together with the children's own work of narration is strongly recommended. "The Bible is the most interesting book I know," was the remark of a little girl who had read a good many books.

Teachers sometimes suppose that it is advisable to begin with the lower Forms, and to take the more advanced work as the children in these rise in the school; that is not the case; the children in the higher Forms begin P.U.S. work in the Form proper for their age, quite as readily as those in the lower; no preparation is necessary; and if teachers are convinced that the P.U.S. should be of lasting benefit to their pupils, they will not allow whole Forms to pass out of their schools without this advantage.

CHILDREN OF FIVE AND UNDER.*

Children of Five.—Much narration should not be required of children between five and six. In other respects they might do a good deal of work in Form I.B., substituting Yorke Powell's *Old Stories from British History* (Longman's, 1/8) for *Our Island Story*; they should work generally on the lines suggested in *Home Education*, Parts II., III., V. and VI. Young children should have as much out-of-door life as possible, and *Home Education* affords hints as to the work to be done out-of-doors, first Geography lessons, for example, Nature Study, Descriptions of Things Seen, Distance, Direction, Measurement, etc. Games and occupations, such as making large models in clay, raffia work, paper cutting, etc., are very important at this stage.

Infants under five should be out-of-doors in all *possible* weather. They should have a moveable time-table; should count pebbles, watch sparrows, slugs, cows. They should tell all they see. Bible talks, pictures, phonetic reading, first ideas of number, etc., may be in-door work. They should have many *Rondes*, as, "There came three dukes a-riding," "Here we come gathering nuts in May" (old games for choice, *not* Kindergarten songs and games); in fact all dancing plays; they should make mud pies, play in sand heaps. Much activity, always for short periods, should be the rule, together with frequent rests, during which they should see pictures and hear tales, such as "Jack and the Bean-Stalk," "Cinderella," and the like (see *Home Education* for details of Infant Education).

Children under six should have no examinations.

TRAINING IN P.N.E.U. METHODS.

There is no training in P.N.E.U. methods except that given at the House of Education, Ambleside (for particulars apply to the Principal, Miss E. A. PARISH). A student is not qualified to pass on her training to a sister or friend or assistant. The training is too strenuous to be accomplished otherwise than by two years' work at the College.

* See special leaflet S. which is issued free to members of the P.N.E.U.

PRINCIPLES AND METHODS OF TEACHING.

The whole work of the school is based upon educational principles and cannot be carried out with success unless these principles are understood. For these and for the methods of teaching the various subjects see Miss Mason's books,—*Home Education* (5/6), *School Education* (5/-), and *An Essay Towards a Philosophy of Education* (10/6) (P.N.E.U. Office).

All books, etc., set on the programmes may be obtained from the Secretary of the P.N.E.U. 26, Victoria Street, London, S.W.1.

The Organising Secretaries of the P.N.E.U. will be pleased to arrange interviews with Principals of Schools either at the Office or at the School.

[For conditions of membership, fees, etc., see leaflet D₁ (for families), D₂ (for Preparatory and Secondary Schools), D₃ (for Public Elementary Schools).]

PARENTS' UNION SCHOOL LEAVING CERTIFICATE.

P.U.S. LEAVING CERTIFICATES.—Girls in their eighteenth year *who have done good work in the P.U.S.* may claim the leaving certificate automatically at the end of any term. The conditions of success are:—

- (a) Full Marks in at least four subjects, not including the following:—
- (b) Pass Marks, *i.e.*, 75% in two papers in Mathematics and the paper in English Grammar;
- (c) Pass Marks, *i.e.*, 75% in two languages, preferably English and French.

It will be noticed that English is substituted for Latin as the second language. The requirements are:—(i) Careful construction of sentences; (ii) A fresh and pleasing style; (iii) Correct punctuation and careful spelling; (iv) Orderly paragraphing; (v) Complete treatment (with the beginning, middle and end) of several themes throughout the papers.

The *Pass* in English will be denoted by the Examiner's *remarks* (not by marks), because the whole set of papers will be considered.

A pass in Latin in addition to English and French will secure an "Honours" Certificate, as well as a pass in the advanced work in Mathematics.

SUGGESTION FOR A "RECOGNISED" EXAMINATION FOR FORM V.

It had always been Miss Mason's wish that P.U.S. children and older girls should be allowed to work steadily in the Parents' Union School until the age of 16 or 17, that they should then, if

necessary, take some "recognised" examination, and then "read" for a final year (17 to 18) in Form VI. The way to such an examination is now open. The Cambridge School Certificate Examination, if passed with credit in four subjects (including Latin), now gives exemption from the Cambridge Previous Examination and the Oxford Responsions. If in five subjects (including Mathematics) it gives exemption from the London Matriculation, and if in five subjects (including Latin) from the Matriculation Examinations of other Universities, English and Scotch; it is also recognised by the Board of Education. It can be taken "overseas."

Girls who have worked for two years in Form V. will have covered the ground necessary for the School Certificate Examination in the July or December of any year, provided that they have taken the following subjects: (1) Religious Knowledge; (2) English; (3) History of England; (4) Latin; (5) French; (6) Mathematics; or (6) Botany. P.U.S. candidates are advised to take (7) Botany in any case, and to add if possible, (8) Art, or (8) Music, as the work in eight subjects can be counted towards the Certificate as a whole, and, more especially, because Miss Mason was unwilling to restrict girls to an examination which meant sacrificing the wide range of the Form V. work.

The special work in Religious Knowledge and English will be set during the first six months of each year, and the special Latin book will start in the September of the previous year, so that candidates may take the examination either in July or December of any year.

The special sections to be taken according to the Cambridge Syllabus will be indicated on the programme each term.

It is hoped that the Heads of the P.U. Schools will allow the full programmes to be taken until the last *three* terms before the examination. It takes six terms to cover the C.S.C. work in all the subjects. During the last three terms it will be necessary to give all the language time to Latin and French, but it will be well to continue the work in European History, Citizenship, Empire History (see Geography), till the last term, as these subjects all bear upon English History: in Science, Astronomy should be continued in addition to Botany.

Any questions about the Cambridge School Certificate Examination and the Parents' Union School should be addressed to the Director, Parents' Union School, Ambleside, Westmorland. The Examination Regulations should be obtained from W. N. Williams, Esq., Syndicate Buildings, Cambridge. The Parents' Union School Leaving Certificate has no connection with this Examination.

Conditions of Membership.

I.

Home Schoolrooms.

One object of the Parents' Union School is to help parents whose children are taught at home, by mother or governess, in various ways:—

"Preliminary questions," framed to ascertain the physical and mental development as well as the attainments of each child are sent to members. Upon the answers to these the children are classified and a programme of work for a term is sent for the Form in which a child may be placed, together with *Time-Tables, Regulations, Notes, and Rules*. At the end of a term each child is tested by an examination. At Easter and Christmas the pupil's work is sent up, and the parents receive a report upon it. For the Midsummer examination the work is not sent up, but the parents send their report.

FEES (made payable to "The Director P.U.S." and addressed to the Parents' Union School, Ambleside, Westmorland):

Two Guineas a year for (a) a family of one or more children under 10; or

(b) one child between 10 and 12.

Three Guineas a year for (a) a family including one child over 10; or

(b) one girl of 12 or over.

Four Guineas a year for a family where more than one child is over 10.

Where children of different families work together each family must pay a separate fee.

It is increasingly common for a few families to combine and form a class or a small school. (See leaflet D2.)

Children are admitted to the School at six years of age; they may be entered at any time of the year.

Members overseas (except in Europe where the post takes only a few days) work a term behind in order that the books may be duly ordered from England.

The Members of the Parents' Union School must be the parents or guardians of the children entered; they must belong to the P.N.E.U.; subscription, 15s. 6d. a year, to include the Parents' Review, payable to the Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.1.

N.B.—All letters about the P.U. School and the Programmes, except book orders, should be sent to Ambleside. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

RULES AND THE KEEPING OF A LOG-BOOK.

1. The time-tables are to be hung up in the school-room.
2. The children are to take it in turns to be school-room monitor for the week.
3. The monitor is to go in 5 minutes before the rest, and place all in readiness.
4. Change of lessons is to be instantaneous (marked by whistle or light touch on spring bell).
5. The monitor is to have 5 minutes at the end of morning school to put all away.
6. The school-room is to be kept neat.
7. Bad postures are to be corrected.
8. Excuses are not to be allowed.
9. Careless work is not to be allowed.

Log-Book.

Keep a log.

Enter *any* deviation from the time-table.

Enter, day by day, each child's *successful* work, thus:

Wed., Dec. 3rd.

Geog.	L.	M.	C.
Scrip.	—	M.	—
Arith.	L.4	—	C.2 etc.

The log should be dated, and subjects entered in advance. The child's initials, only, to be added after each lesson. L.M.C. means that Lucy, Mary, Charles have done good work. L.4 that Lucy has done four sums, C.2 that Charles has done two.

An exercise book with about 100 pages would do for the term.

Successful Work. Copy-books.—The letter for the day's work (*The New Handwriting*), perfect; the rest, neat and careful: no blots, smudges or mistakes.

Arithmetic.—Number of right sums (first time) after the pupil's initial.

Dictation.—Well-written, neat, and with not more than two errors.

Scrip., Hist., Nat. Hist., etc.—Child able to tell the tale or incident in a few words, putting things in right order, and leaving out nothing. Older pupils—write a good report.

French, Latin, German, Recitation, etc.—Perfect repetition of the lesson; and so with other subjects.

The log-book should not be used as a spur; it is simply a record.

Any loss of time in beginning or ending a lesson must be entered.

'M' after a child's initial, shows that Monitor's duties are well done for the day.

The Mother's *report* on the log-book, showing whether each child is working well, is entered on the Parents' Report at the end of the term.

Nice hand
Monitor's job
Keeping books

ENTRANCE FORM FOR HOME SCHOOLROOMS.

State respecting each pupil:—

1. Baptismal name, *surname*, date of birth, and *permanent address*.
2. Height, weight, chest-girth (measuring tape to pass round body over nipples).
3. Give pencil drawing of hand (carry pencil round hand laid on sheet of paper, palm down, fingers slightly extended). Indicate shape of finger nails.
4. Does—sleep well, eat well, play vigorously, love to be out of doors?
5. Is his chest well expanded, his head well carried? or does he poke or stoop, or sit with rounded shoulders? Is he light and active in his movements?
6. Is his sight perfect? If not, what is the defect? Are his teeth sound?
7. Describe, very shortly, his countenance, colouring, features, the shape of his head.
8. Test his power of attention, his memory, and his accuracy, by requiring him to say, after once hearing:—
 ‘Down from the stars sailed the wooden shoe,
 Bringing the fisherman home.’
- or some similar couplet which he does not know. Try him again in an hour. Result?
9. Test his powers of observation by requiring him, without preparation, to name things he has seen in his walk. Result?
10. What are his special interests, his favourite lessons, stories, games, amusements?
11. Has he any knowledge of birds, flowers, stones, constellations, etc.? What natural features—mountains, rivers, etc., does he know?
12. Send specimens of his writing or printing; specimens of his sums (in each rule he knows), or careful statements as to the numbers he can add, subtract, etc., with or without objects.
13. Examine him *in each subject he has been learning during the last few months, and state approximately what he knows in each.**

* This question should be answered carefully, and in detail, especially in the case of older pupils; the less suitable questions need not be answered for these.

14. Send some evidence, in the shape of an answer to a question, of his knowledge in each subject. Send specimens of his drawing, dictation, copy-book writing, composition, etc. (Postage should be sent if these are to be returned.)

15. Can he read? If so, and if he is a beginner, send a passage he has read for the first time, marking the words he stumbles over.

16. To which branch of the P.N.E.U., if any, do you belong?

Kindly use discretion in answering the questions given above; some of them apply only to little children now beginning to work. Answers to be sent to the Director, Parents' Union School, Ambleside, Westmorland, marked on the outside cover “*Answers to Form F.*”

These questions furnish the sort of information that a teacher would consider in placing a child.

Secondary Schools and Classes.

The Parents' Union School issues a common curriculum for all classes of schools, Secondary and Elementary, Public and Private, as well as for children in Home School-rooms.

Boys' Preparatory Schools.

These schools are seriously handicapped by the necessity of fitting their pupils for the Entrance Examinations of Public Schools. Headmasters find that the History, Literature, Science and Art Work of the P.U. School, in which no preparation is required and knowledge is ensured, secure a sound foundation in these subjects without encroaching on the time already given to classical and mathematical work.

Boys' Public Schools.

Headmasters would find that what is true of Preparatory Schools is true of Public Schools and would have the satisfaction of sending out a 'reading man' in every boy who leaves, with no sacrifice of time, because the periods already set apart for English, etc., would enable much ground to be covered.

Girls' Public and High Schools.

The same applies to these schools and all other Secondary Schools for girls and boys.

Further, the P.U.S. affords that cohesion and common aim for Private Schools which they have sought, for instance, through the Universities' Local Examinations. These affect only special pupils in most schools, whereas every child in every class receives fresh impulse from the P.U.S.

All Schools are qualified to use the Parents' Union School curriculum upon the following conditions:—

- i. That the programmes shall be worked out in as many subjects as possible, *including all the historical, literary, scientific and art subjects*, throughout the School. The work may be reduced if necessary in the Vth and VIth Forms of Public Schools. The forms into which a given School is divided usually fit in with those of the P.U.S.

- ii. That the proportion of time given to each subject (see (i) above) shall be *not more nor less* than that stated in the Time-tables.*
- iii. That each pupil shall have, and read to himself, *his own books*, as set in his programme.
- iv. That sets of answers shall be submitted for examination at the usual times; one set for each of the P.U.S. Forms. That *all* the members of each Form take the examinations.

Teachers are earnestly advised not to try this method with old specimen programmes. By doing so, they would work behind the rest of the P.U.S., and would not be able to follow the current programmes nor take the examinations which are an essential part of the method. It is disastrous for any school to pick a few books from old programmes and attempt to work with them. The attempt would fail because, simple as the Regulations of the P.U.S. are, each of them is *essential*, and a school in which the examinations are not taken is practically wasting time on the books and would do better work on whatever scheme it is at present following.

It is increasingly common for a few families to combine and form a class or a small school.

Classes (of not less than ten children) may be registered on the same conditions as schools. All schools and classes may be admitted at any time.

Fees.

Fees (payable in advance, to the Secretary of the P.N.E.U., 26, Victoria Street, S.W.):—

Four Guineas a year, which entitles members to all the papers of the School.

Three Guineas a year for Schools or Classes in which no pupils are above fourteen years of age. (Forms I, II and III).

Two Guineas a year for Primary Schools or Classes in which no pupils are above twelve years. (Forms I and II).

A demand has arisen in various P.U.S. Schools and Classes that the work of each pupil should be sent up for examination and report. This should give the parents the opportunity to interest themselves in the work of the School their children attend, as they already do in that of the home schoolroom; yet, though

* It is found that pupils giving full attention need (1) less time than is usually given in schools, (2) no revision.

this individual examination of the pupils in a school is desirable, it is by no means compulsory.

P.N.E.U. parents with children in P.U.S. Schools and Classes can receive separate Programmes, Examination Papers and Reports on the children's work.

Fees:—

One Guinea a year for (a) family of one or more children under 10; or

(b) one child between 10 and 12.

One and a half guineas a year for (a) a family including one child over 10; or

(b) one girl of 12 or over.

Two guineas a year for a family where *more than one child* is over 10.

(N.B.—This rate of payment is *half* that for Home Schoolrooms, see D₁).

In this case the fees* of members belonging to the School or Class should be forwarded once a year by the Principal of the School to the Director, Parents' Union School, Ambleside, Westmorland.

The Heads of Schools where each pupil is a member of the P.U.S. in this way are not liable for the usual Schools' fee.

P.N.E.U. Schools.

A School which takes three-fourths or more of the subjects set in the Programmes of not less than *four* Forms, and sends in the required number of test papers (one only from each Form examined), is a "P.N.E.U. School."

A School (for children under 12 years of age) in which only the work of Forms I. and II. is taken is a "P.N.E.U. School (Primary)."

Ex-Students of the House of Education may notify the fact thus: "P.N.E.U. School. Principal: Miss.....
.....(House of Education, Ambleside.)"

The Heads of Schools or Classes adopting this scheme must be members of the P.N.E.U. (subscription, additional, 15/6 to include the *Parents' Review*).

* In the event of a pupil beginning a school year and leaving before the fee has expired the membership may be passed on to another pupil

Register of Schools.

A Register of Secondary Schools and classes working in the Parents' Union School is kept at Ambleside and the P.N.E.U. office and a list appears occasionally in the *Parents' Review*. Schools which fail to send in satisfactory sets of examination papers for a year without sufficient reason, or to observe the other conditions, are erased from this Register.

All schools and classes are visited by the officers of the P.N.E.U. The Organizing Secretary is ready to visit the Schools at any time and solve any difficulties that may occur in the working out of the scheme.

The Committee of the P.N.E.U. take no responsibility with regard to these Schools, beyond accepting the assurance that they work in the Parents' Union School; but prospectuses may be sent to the Secretary who will arrange for them to be seen by those who enquire at the P.N.E.U. Office.

N.B.—All letters concerning the School and the Programmes, except book orders, should be sent to Ambleside. Members are asked to send the Schools' Fee, P.N.E.U. subscription, book money and orders for books, etc., to the London Office.

Up 24 p.m. 6/6

Conditions for P.N.E.U. Recognised Schools using P.U.S. Programmes.

- A. All schools following Parents' Union School programmes must be open to inspection by official visitors.
 - B. A school can only be placed on the Register of "recognised P.N.E.U. schools" and on the list published occasionally in the "Parents' Review" if it fulfils the following conditions.:
 - 1. (a) That the Principal and Staff are familiar with Miss Mason's books, and, (b), that they are therefore able to carry out the programmes with some knowledge of the underlying principles.
 - 2. That the school has worked in the P.U.S. for one year, and has sent in satisfactory examination papers at the end of each of two terms.
 - 3. That in respect of its general conditions, character and atmosphere the school has satisfied the official visitors appointed by the Committee.
 - C. The name of any school on the Register may be removed unless such school continues to satisfy, in respect of these conditions, the official visitors who will revisit it from time to time.
 - D. Only such schools as are thus recognised may call themselves "P.N.E.U. schools," or use the P.U.S. colours.
-

Before a school enters the P.U.S., it is hoped that the Principal will arrange to meet one of the official visitors, preferably at the school itself; or, in the case of schools in distant parts of the world, that the Principal will correspond very fully with the Director of the P.U.S., and will give such due assurances as are required.

Up 25 p.m. 6/6

ADMISSION FORM FOR SECONDARY SCHOOLS AND CLASSES.

Name of School..... in Co.

I desire to introduce the P.N.E.U. method into my School and to be entered on the P.U.S. Registers in order that I may receive the proper Programmes and Examination Papers term by term.

My School consists of Boys Girls.

These are divided into:

	NUMBER. BOYS.	GIRLS.
Form I. (A & B) P.U.S.
,, II. (A & B)
,, III.
,, IV.
,, V.
,, VI.
	<hr/>	<hr/>
Total

I shall send the required test papers (and only those) to Ambleside after the Easter and Christmas examinations unless prevented by some serious difficulty.

(Signed).....

Head { Master*
or
Mistress.

(Date)..... 19.....

N.B.—Please return or acknowledge receipt of this Form within a week.

Address: THE DIRECTOR,
PARENTS' UNION SCHOOL, AMBLESIDE, WESTMORLAND.

* One of these should be crossed out.

Conditions of Membership.

III.

Public Elementary Schools.

The Parents' Union School issues a common curriculum for all classes of schools, Elementary and Secondary, Public and Private, as well as for children in Home School-rooms.

The Heads of *Public Elementary Schools* are urged to take up this work for the advantage of the scholars, the satisfaction of the teachers, and with a view to the well-being of the nation. Experiments prove that the scheme works remarkably well in such schools. *No fees are required.*

The Head Teachers of Public Elementary Schools may become members of the P.N.E.U.; Subscription, 7/6 including the *Parents' Review*; but this is optional.

Elementary Schools are qualified to use the Parents' Union School curriculum upon the following *Conditions*:

- i. That the programmes shall be worked out in as many subjects as possible, *including all the historical, literary, scientific and art subjects*, throughout the School.
- ii. That the proportion of time for each subject shall be *not greater nor less* than that stated in the Time-tables.
- iii. That each pupil shall have, and read for himself, *his own books*, as set in his programme.
- iv. That sets of answers shall be submitted for examination at the usual times; one set for each of the P.U.S. Forms. That *all* the members of each Form take the examinations.

The *Fresh Programme* every term does not mean that the books are renewed each term; most of them take three years to read, so that teachers can easily estimate the work for one year or for two from the current term's programme by adding on about the same number of pages for each succeeding term. The books used for *Recitations* and *Reading*, including Plutarch's Lives, and the *Pictures* change each term, but are replaced by others of about the same size and price, so that the cost can readily be estimated.

The Cost of Books is an outlay *in advance* for, say, three years; at the end of that time it will generally be found that the cost falls within the usual average for the school.

No Expense but that of books attends the introduction of this work into Elementary Schools.

The Classification of the Pupils is another matter for consideration.

The seven standards of Elementary Schools may be easily brought into line with the first four Forms (six divisions) of the P.U.S. Forms VI. and V., for which a large number of books is necessary, would not often be attempted in these schools.

The following adaptation is suggested:—

Standard I.	=	Form I. B.
„ II.	=	„ I. A.
„ III.	=	„ II. B.
„ IV.	=	„ II. A.
Standards V. & VI.	=	„ III.
or, „ VI. & VII.	=	„ IV.

But this is a matter for teachers to decide.

The length of *Time in each Form* rests with the teachers. More of the Programme might be taken by Standard VII. and more independent study required, and less by VI., to mark a difference. This applies to Standards III. and IV., if they, and not the higher standards, are grouped. The *whole* of these programmes is worked in *Home* schoolrooms in the hours of morning school, with a half-hour interval for play and exercise. Half-an-hour a week on each of the special books (excepting those set for *Reading*) is generally sufficient, thus leaving a wide margin for other necessary work. It is desirable that children should buy their own copies of *Scott*, for example, or *Shakespeare*—whatever may be set for *reading* and *recitations*—so that these may be read at home as well as at school.

As there is *no Home Work* in the P.U.S., children would no doubt have leisure to read some part of their volume of *Scott* or other story books at home (to their parents). Also, they should be enabled to read occasionally books of fun and adventure not set in their school work, in which the literature is meant to illustrate the historical period studied. Local authorities will no doubt usually provide the books. Such authors as Kipling, Ballantyne, Marryat, Stevenson, Kingsley, Fennimore Cooper, "Lewis Carroll," Charlotte Yonge, Tom Hughes, Sarah Tytler, Strang, Louisa Alcott, Jules Verne, will afford stories of thrilling interest—which the teacher should perhaps be able to recommend.

Teachers are earnestly advised not to try this Method with old specimen programmes. By doing so, they would work behind the rest of the P.U.S., and would not be able to follow the current programmes nor take the examinations which are an essential part of the method.

No cost whatever attends the use of the current programmes, and it is disastrous for any school to pick a few books from old programmes and attempt to work with them. The attempt would fail because, simple as the Regulations of the P.U.S. are, each of them is *essential*, and a school in which the examinations are not taken is practically wasting time on the books and would do better work on whatever scheme it is at present following.

Teachers having studied Miss Mason's books should, if possible, obtain permission to visit a School which has been working on the Programmes before taking up the Method, and should get into touch with the Organizing Secretary of the P.N.E.U.

SECONDARY OR CENTRAL SCHOOLS.

When scholars from Elementary Schools pass on to Central Schools they should usually continue in Form IV. until they are 15. After that, from 15 to 17, they should pass on to Form V. and later to Form VI. The P.U.S. Forms are graded according to the intelligence proper at a given age.

N.B.—All letters about the School and the Programmes should be sent to the Director, Ambleside. P.N.E.U. subscriptions should be sent to the London Office.

P.N.E.U. ASSOCIATES.

(for Parents of Children attending Public Elementary Schools
working in the P.U.S.).

The Associates' Subscription is 2/6* a year, to include both heads of the household. This will be used by the P.N.E.U. Executive Committee to defray cost of magazine, pamphlets, library books, lectures, and postage.

A Group of Associates can be formed at the *request* of the Head of the School, and the membership shall be confined to the parents of that school and of any other the Head may invite.

The Hon. Secretary of the Group shall be this Head Teacher or anyone appointed by him or her. The arrangements shall be in the hands of the Group.

* To be sent to the General Secretary, P.N.E.U., 26, Victoria Street, London, S.W.1., by the Head of the Group.

It is suggested that addresses should be arranged on "Parents' Union School" methods and principles, on the use of books, picture talks, the training of children, their physical care, habit-formation, etc., etc. Nature rambles could also be organized. The *Home Education* Series and the publications of the P.N.E.U. should be found useful for such talks.

The Executive Committee will be prepared to send lecturers when desired.

One copy of *Home Education* will be supplied to each centre as well as such other books and pamphlets as may be found desirable.

One copy of *The Parents' Review* for every six Associates will be sent to the Head of the Group to be circulated.

The Group System.

Extracts from letters by Mr. H. W. Household, Secretary of Education for Gloucestershire.

I.

12: 11. 1921.

'The very heavy cost of equipping P.N.E.U. Schools with books has made it imperative that some means should be found of reducing the expenditure. The addition of new Schools to the long list of those now following Miss Mason's programmes would otherwise become impossible.'

The problem of reducing the cost has engaged Miss Mason's attention for some time past and she has been watching the experiments which have been made in a number of our Gloucestershire Schools. As a result she has recently given the following advice to the Head Mistress of a School in Norfolk, and she was kind enough to send me a copy of the letter,—

'I think,' she says, 'I see how your School might be supplied with books at really a small expense. I am sending you programmes of Forms I., II. and III. (with a minimum list), which would probably cover your School. The correct thing is for each child to have a copy of each of some half-dozen books, more or less, according to the standard she is in; but where there is real difficulty about expense a little organisation will reduce the cost. For example—in Form III. (your Standard VI & VII), as much of the reading is silent the class might be divided into 5 groups, each group reading a different book; in that case, the Form could be worked with 6 copies of each book, that is, the class-books might be provided for something like 3s. 6d. *a head* in this form. The books for the use of the teacher only (in class), cost as you will see about 2 guineas in addition (in Form III.) but all of these are permanent, while the three for literature change with the period of History being studied. The same methods of working would apply in Form II. where silent reading is done. You will see that nine of the books (in Form III.) are read aloud by the teacher, so that only a single copy is necessary.'

This may seem to be a measure of enforced economy and some may for that reason dislike and resent it. I wish, therefore, to add that the experiments, which were undertaken for reasons of economy, have more than justified themselves on educational grounds.

Even in P.N.E.U. Schools there was still often over-much class reading, when the brighter children are of necessity kept back to the pace of the slower. When the class is broken up into three, four or five groups this cannot be. Nor is it any

longer possible for the teacher to intervene unduly between the child and the book.

The result obtained by the methods and the books have been surprising from the beginning; but in some of the Schools that are working on the group system they are nothing short of astounding.

As a competent judge remarked on seeing some written narration, 'Such work definitely moves forward our conception of the limits of the possible.'

II.

15: 2. 1924.

'I find that a number of the P.N.E.U. Schools have been ordering their books from the leaflet which sets out the list of what are called the "Necessary Books." That list gives the absolute minimum without which a School cannot work. Happily we are not restricted to the minimum, and the full programme should always be consulted in ordering rather than the leaflet.'

We have always considered it desirable that there should be at least as many P.N.E.U. books for each class as there are children in it, so that there may be no need to use inferior books and all the children may be able to use books that are on the programme at the same time. It is understood of course that there will not be more copies of any one book (except the Shakespeare) than will suffice for a fourth or a fifth of their number.

This group system of working (which was adopted for reasons of economy, but has proved itself to be desirable on educational grounds), cannot be followed satisfactorily without a good many more books than the "Necessary Books," particularly in the lower forms. *Without an abundance of books for the children's use the reading will deteriorate.* It is often desirable for the children to use books that the leaflet marks for the teacher. The following are all books on this term's programme that are being used, some in one School, some in another:—

Tommy Smith's Animals. Within the Deep. Pilgrim's Progress. The Age of Fable. Round the Empire. Stories from the History of Rome. The British Museum. Ourselves. The Golden Fleece. Fighting for Sea Power.

Some of the smaller Schools that have joined lately are finding difficulty in conducting Forms I. A and B and II. A and B as four separate units. It may not be wise to attempt to do so at first. Later they will probably find that they can, because Form II. A often develop a surprising power of working by themselves.

In order to reduce the number of separate units to three or

two, different Schools will make different selections according to the capacity of their children. Where the Infant Class is taking the "Tales" and English History of Form I. B—and many are doing that now and making a most successful start with written composition—the children on promotion will be ready to do most of the work of Form I. A.

There will, of course, always be some children who can get on faster than the majority of the Form. These children, if the Form I B work is being taken, can always do in addition some of Form I A work. Or if, for example, it were thought wise to give the whole group Form II A work in certain subjects, as it might be with Citizenship in the case of Form II., the brighter group could take by themselves the *Stories from the History of Rome* of Form II B, which they would not otherwise see.

But though A and B books can be thus interchanged, the books for Form II. should not be used in Form I. or the books of Form III. in Form II. This was Miss Mason's own rule. She felt that the children's sense of promotion when they were "moved up" lacked something of its natural pleasure when books were forestalled in this way.

With the books that are read aloud (which vary very much in different Schools according to the capacity of the children and the confidence of the teachers) it might be well generally to take the Form A books. It would be a pity to miss *The British Museum* in Form II., and disastrous to omit the Plutarch which children so surprisingly delight in.

In Schools that are making their first beginning the work of Form III. should not be attempted. Form II. will provide ample scope for the first year.

In no circumstances whatever should the practice be adopted of allowing two children to read from a single book.

The following "time-table" may be useful as a suggestion—but only as a suggestion:—Children can begin the work of Form I B between the ages of 6 and 7. In the more progressive Schools (among which are many quite small ones) they will, as a rule, be ready for promotion to Form II. by 9 or $9\frac{1}{2}$, and to Form III. three years later. It will generally be necessary to spend two years in Form III., and in most of the small Schools the work of Form IV. will probably only be attempted by exceptional children.

It may be helpful and encouraging to add that almost everywhere (probably everywhere without exception) the first term has its difficulties. The difficulties, however, disappear in the second term if, as Miss Mason used to say, we all have faith—faith in the Method and faith in the Child. Difficulties indeed are undoubted-

ly sometimes created by the teacher who fears (quite needlessly) that the children will not be able to do things for themselves. To those I would advise a re-reading of Chapter III. of *School Education*.

Children should not be expected to see in a book what an educated adult sees, and should not have explanations forced upon them of which they do not feel the need. They get huge enjoyment out of a play of Shakespeare if we let them take what they can, understanding perhaps less than half of it; they would only hate it if we insisted on their solving all difficulties, knowing the meaning of all words, hunting up in laborious notes all allusions. If they enjoy the Play at the age of ten, they may understand it at twenty. Examiners and lecturers and compilers of editions have too often killed enjoyment in the past, and for that there is no compensation, no atoning.

NOTE ON RURAL PUPIL-TEACHERS TAUGHT IN P.N.E.U. SCHOOLS.

It looks as though all rural Pupil-Teachers taught in P.N.E.U. Schools would before long be following the programme for Forms IV. and V. for most if not all of the necessary subjects."

H.W.H.

Admission Form for Elementary Schools.

Name of School in Co.

I desire to introduce the P.N.E.U. method into my School and to be entered on the P.U.S. Registers, in order that I may receive the proper Programmes and Examination Papers term by term.

My School consists of Boys Girls.

These are divided into:

	NUMBER.
BOYS.	GIRLS.
Standards I. & II. = Form I. (A & B) P.U.S.
,, III. & IV. = ,, II. (A & B)
,, V. & VI. = ,, III.
,, VII. & VIII = ,, IV.
Total

I shall send the required test papers (and only those) to Ambleside after the Easter and Christmas examinations unless prevented by some serious difficulty.

(Signed).....

Head } *Master**
or
Mistress.

(Date) 19

N.B.—Please return or acknowledge receipt of this Form within a week.

Address: THE DIRECTOR,

PARENTS' UNION SCHOOL, AMBLESIDE, WESTMORLAND.

* One of these should be crossed out.

Answers to Questions

on

The Working of the Programmes.

We have received some interesting questions about the *Parents' Union School* which may be best dealt with in a general statement. The immediate object of the School is to bring good and up-to-date teaching to families whose children are taught at home. Many families, in Great Britain, in the Dominions and on the Continent, have availed themselves of the School, and most of these show very kind appreciation of our methods and their results. The percentage of idle families where the work of the School is not done thoroughly and systematically becomes smaller year by year, and nothing could be more encouraging than the difference between the sort of papers sent in, say, twenty years ago and those sent in to-day. We think we have introduced systematic and thorough work into many home school-rooms, and the boys and girls taught in this School commonly do exceptionally well if they go to other schools. The P.U.S. methods and curriculum answer fully as well in the large classes of a school as with the few pupils of the Home School-room, and parents have a wide field to choose from in the large number of excellent schools in which this work is carried on. The object of this organisation is not merely to raise the standard of work in the schoolroom. Our chief wish is that the pupils should find knowledge delightful in itself and for its own sake, without thought of marks, places, prizes, or other rewards; and that they should develop an intelligent curiosity about the past and present. Children respond and take to their lessons with keen pleasure if they have even tolerably good teaching; and the want of marks, companionship, or other stimulus is not felt in those home school-rooms where the interest of knowledge is allowed free play.

Certain means are adopted to secure this delight in knowledge:—

(a) For every term there is a *fresh programme*, up-to-date as regards matters of public interest and the books set. This does not mean that the books are renewed each term; most of them last three years.

(b) The children use a *little library* of lesson-books of literary value and lasting interest, and we are constantly receiving letters

which say how they delight in these. It is a large part of education to handle good books, and we are sorry when we hear of parents wishing to dispose of books used in such and such a Form; those set in the School are usually of a sort to be possessions for a lifetime. We congratulate ourselves on the sympathetic and generous attitude taken up by parents in this matter of books. Very few grudge the expense, and we believe that most parents of children in the *Parents' Union School* feel that it would be better to do without many things than without the best books, various books, and fresh books for the children's studies. As a matter of fact, the difference between educated and uneducated people is that the former know and love books; the latter may have passed examinations.

(c) We feel it would be desirable to obviate *examination marks* altogether; but it is necessary that parents should have some means of judging whether their children are or are not making satisfactory progress, and this information is best given by means of marks which represent, not a numerical value but a remark, such as 'good,' 'fair,' 'excellent,' etc.

(d) One more point comes before us from time to time. Sometimes people expect their children to *begin at the beginning* of the various books used in the respective Forms. Now the *Parents' Union School* is like all other schools in this, that it is impossible for new children when they join a Form to begin at the beginning of every subject taught in that Form; nor does it really matter. A historical or scientific subject has only a nominal beginning; the important thing is that children should grip where they alight, should take hold of the subject with keen interest, and then in time they will feel their own way backwards and forwards. This is not true of all subjects—Geometry, English Grammar, Latin Grammar, and Arithmetic, for example—and in these there is usually work in a lower Form on the programmes. Where this does not meet the case, parents or teachers are at liberty to set their own questions in the examination on any subject in which there is this difficulty, and to give their own marks, which are counted in the general total. By this means and by the overlapping of work in the transition from Form to Form, practical difficulties seem to be avoided, and, for a unique organisation, the School works with great ease, thanks to the intelligent co-operation of parents and teachers. It is essential to the success of the method that children should take the terminal examinations *on the set work*.

(e) *The Classification of the Pupils* is another matter that has been brought forward. In a home schoolroom one governess may have to work three or four Forms. Supposing that children in

Forms I., II. and III., are in the schoolroom the governess will probably take II. and III together for elementary science or nature knowledge, and for historical subjects. For arithmetic, reading, etc., the classes must work separately. Again, if a governess has Forms III., IV. and V. in her schoolroom, it is not desirable to work them together, but the habit of independent study is very desirable, the teacher giving direction, stimulus, examination of work, and working with one Form while the other is studying. This difficulty is not felt in schools as the classification of the P.U.S. appears to correspond with that which generally obtains.

Pupils of seventeen who have kept up to the P.U.S. standard in, say, Latin and Mathematics, should be able to take the Cambridge School Certificate Examination on the Form V programme (see leaflet D). It is desirable for girls of eighteen who have been brought up in the *Parents' Union School* to enter the *House of Education* for two years, if they propose to take up teaching as a profession. (See Training College Prospectus, leaflet A).

It may be asked: is it not possible to pay a fee, receive the papers of the Parents' Union curriculum and make as much or as little use of them as one thinks fit? This appears, in the face of it, an attitude justifiable from every point of view, but by admitting that position we should be doing serious harm to the cause of education and adding one more patch to a garment, already a patchwork over which most of us grieve.

Four conditions are attached to the use of the Curriculum. Great pains have been taken to secure that these conditions should press as lightly as possible upon Schools; only a single test paper from each Form working the Curriculum should be sent up; it would not be possible to ask less of Schools whose Heads wish to help in a very important educational movement.

Those who do not regard education as a vital whole but as a sort of conglomerate of good ideas, good plans, traditions and experiences, do well to adopt and adapt any good idea they come across. But our conception of education is of a vital whole, harmonious, living and effective. Therefore, every plan rises out of a principle, and each such principle is a part of a living educational philosophy, and does not very well bear to be broken off and used by itself.

Narration, for example, which is to us no more than a simple, natural way of expression, giving the habit of clear and consecutive speech, might easily become the dead mechanical exercise which has been imported from elsewhere, *designed* to teach all sorts of things, vocabulary, composition, and so on. The use of

many books, again,—one sees at once how that might become (apart from the conditions we lay down) an incentive to much cramming and over-pressure.

No class lists *in order of merit* are published or kept. The marks assigned to a scholar for any set of papers show whether he is above or below the average for his age and Form but have no relative place value. But in order that there may be no undue pressure on the part of teachers, no eagerness on the part of the scholar to obtain marks to the neglect of interest in knowledge, the maximum marks are given, not to the best papers, but to papers showing *quite satisfactory progress* for the age and Form of the pupil.

Examination Regulations.

DURATION.

1. Examination to begin on a Monday and to occupy a full school week. Each subject to be examined upon in its own time, and the examination on each subject to be taken in the periods allowed for it in the Time-Table. If the allotted time is not required for any subject the margin may be given to some other subject which requires a longer time. Work that cannot be got into the allotted time may be left, but all the time on the Time-Table may be used. Only those Schools and Classes in which there are children who cannot write their own work may take longer time for the examination if necessary.

Oral Examination.

PARENTS', OR TEACHERS', REPORT.*

- *2. Recitations and songs to be heard by the Father, when convenient, he giving a mark for each piece.
- *3 When selections have to be made, as "Describe four" (out of twenty), "Narrate three" (out of twelve), the Father to select.
- *4. A Report is sent to be filled up by the *parents* for all those subjects in which they examine or inspect the work of the term. The total of the marks to be added up. A report on the term's log-book to be added. Names, *in full*, ages, and forms to appear on the Parents' Report, and the Report to be fastened in front of one set of the Examination Papers; one Parents' Report for each family, but, in a class, one for each family belonging to the P.U.S.
- *5. The Parents' Report on the Christmas and Easter Examinations will be returned with the Examiner's Report after the necessary entries have been made in the School Ledgers.

METHODS OF MARKING.

- *6. To arrive at the maximum of 100, it is well to fix on a given highest mark, say 5 or 10, or 50 for each Exercise-book, Song, Recitation, &c. Suppose each Song, for example,

* This Report is optional in the case of Schools.

gain this highest mark, the maximum of 100 may be entered in the Report.

- *7. Scale of marks to be followed in all subjects: the marks have no numerical value *but only represent a remark.*

Highest Marks, in each subject. 100.

Fairly Good Marks .. 75.

Fair Average Marks .. 65.

Below the Average .. 50 and under.

- *8. For Nature Note-Books, Century Books, &c., the marks should show whether work is incomplete, and not neat, or is good and well arranged. Similar marks to be given for Needlework and other Handiworks. Needlework to be reported on by the Mother; other subjects to be reported on by the Father or outside friend. The maximum of 100 signifies that work is thoroughly well done.

- *9. The Copy-books, Drawings, &c., of the term to be inspected by the Father, who will give marks for each Writing-book according as it is neat, clear, and well written, and for each Drawing-book, or single Drawing, according to the correctness and spirit of the work.

QUESTIONS OTHER THAN THOSE SET.

- *10. The Examiners of the P.U. School (University men) examine upon the set questions *only*. In the event of other questions being substituted (*for whatever reasons*) for those in the Examination Papers, the answers must not be sent up, but must be examined by the Parents or Teacher, who will enter the proper mark for the subject in one of the blank spaces left in the Parents' Report.

Written Examination.

11. In Form I.B., Mother or Teacher to write down the Narrations, &c., in the child's words. Each child should answer every question. Form I.A to write (first year) one answer, (second year) two or three answers: Form II.B to write two or more answers in each subject; in Forms II.A, III., IV., V., VI., the pupils to write all their work in ink.

Schools: In Schools where the Forms are large, perhaps the elder scholars might help with the writing of the younger children's work. Also—

- (1) The examination papers of *one pupil in each of the Forms* working in the School **MUST** be sent up. No more than one set of papers to be sent up from any one Form. The examination for children who cannot write their own answers to be oral except for the test papers required.

(2) Schools which work the six Forms (I.-VI.) to send up six sets of answers; four Forms—I., II., III., IV., to send up four sets; two Forms (e.g., Preparatory Schools for children under twelve) two sets; one Form (e.g., Infant Schools) one set. Forms I. and II. are divided each into two sections, and they send up sets of answers in turns, one at Christmas and one at Easter. An *oral* examination is sufficient, or, a report on one child's work (*in schools*) for IB., but papers, or, a report on one child's work, should be sent up if there is no IA. work. There may be two divisions in Form IA. (IA., and Upper IA.), which should send up papers in turns.

(3) The number of pupils taking the examination in each Form to be stated on the form for signature.

(4) The work of a different scholar to be sent each term.

12. Answers to be written on Cambridge paper (which may be obtained at the P.N.E.U. Office), and on one side of the paper only, and *all the sheets written by one scholar to be fastened together*. Drawing paper to be cut to size. Each question to be written above each answer. The questions to be dictated or written on the blackboard and copied. There is to be no speaking whilst this is being done.

13. A separate sheet of paper to be fastened in front of each pupil's set of answers, bearing full name, age, class, number of Examination, and a numbered list of *Subjects sent in* for Examination. *The list to follow the order in the Examination Papers and the papers to be arranged in the same order* (the sheets dealing with any one subject following each other), and *firmly* fastened together. In the case of a school, the name of the school to be given.

14. The form enclosed for signature to be attached to one set of papers. The papers of different pupils must not be fastened together.

15. Papers sent in not bearing the *Member's* name and address will not be examined, as this is the only means of identifying pupils on the Register.

GENERAL OBSERVATIONS.

16. Their examinations should afford moral training to the pupils, and should be conducted with absolute probity. Worry and excitement should be discouraged. Order, quietness and cheerfulness should be maintained.

17. The questions *must not* be read beforehand to the pupils.

18. No lessons or other information bearing on the studies must be given to the children after the Examination Papers have been opened, and no school-book must be opened except as required in *Languages*.

MEMBERS OVER-SEAS.

19. Members over-seas (except in Europe) work a term behind so that books may be duly ordered from England.
20. *Examination Papers* for over-seas members, etc., are posted, with the Programmes, in a sealed envelope to be kept till the examination day. Papers for examination should reach Ambleside between December and June. Those received between June and November will be held over till the next examination.

DATE OF EXAMINATIONS.

So much confusion has arisen from the effort to adjust the Examination to the varying date of Easter, that the following plan has been adopted:—

Easter Examinations are sent out on the Saturday which falls a fortnight before Good Friday, unless when Easter falls exceptionally early.

Summer Examinations are sent out on the second Saturday in July.

Christmas Examinations are sent out on the Saturday which falls a fortnight before Christmas week.

The exact date is always announced in the *Parents' Review* under *Our Work*.

At least ten weeks' work should have been done on the programmes before the Examination.

N.B.—Any communication from friends about the answers invalidates a pupil's work.

Children under six should have no examination.

Summer Examination.—Parents and teachers examine all the work, written and otherwise, and send in their *reports only*. No work is to be sent up. This examination is optional.

The Examination Papers at Christmas and Easter only to be posted to THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE, WESTMORLAND. All papers to be packed flat. Cover to bear number of Examination and the Forms sent in, e.g., "Examination 106: Forms I.A, II.B, IV., V."

N.B. (a)—The papers will not be returned unless a sufficiently strong, large, stamped and addressed envelope or covering be sent with the Examination Papers. No letters or cheques may be sent in the package.

(b)—The examination of the papers, with the signing, and entry of reports, etc., takes about seven weeks.

Form to be signed by the Parent or Teacher conducting the Examination and fastened to the Papers.

(Insert here names of Pupils,
e.g., Mary Dover.)

I hereby Certify that these Papers have been worked in accordance with Regulations 17 and 18, are free from infection and are the unaided and uncorrected work of

Form I.B ( )	.....
,, I.A ( )	.....
,, II.B ( )	.....
,, II.A ( )	.....
,, III. ( )	.....
,, IV. ( )	.....
,, V. ( )	.....
,, VI. ( )	.....

* In the case of a School state also the number of children working in each Form.

Signed

Name and Address† in case of a (a) Family

(b) School

Are these Papers to be returned? If so, use special P.U.S. envelopes, which must be fully stamped. Envelopes should be marked: "Examinations from Forms, e.g., I.A, II., III., V." Work from schools and classes should be sent in one parcel containing stamped and addressed return cover.

† Any change of Address should be notified and the name of the MEMBER must appear.

Analysis of Time Tables.

FORMS VI. and V. (Periods of 30—45 mins.).

RMS VI. and V. (Periods of 30 mins.)	hrs. mins.
English (including History, Grammar, Literature, Economics, etc.)	8.10
Mathematics	3.0
Science	4.10
Languages	6.10
Drill	2.30
	<hr/>
	24.0

FORMS IV. and III. (Periods of 20—45 mins.).

English	.....	.....	.....	.....	.....	8.25
Mathematics	.....	.....	.....	.....	.....	3.0
Science	.....	.....	.....	.....	.....	3.20
Languages	.....	.....	.....	.....	.....	4.45
Drill, etc.	.....	.....	.....	.....	.....	3.0
						—
						22.30

FORM II. (A. and B.) (Periods 20—30 mins.).

FORM I. (A. and B.) (Periods 10—20 mins.).

N.B.

1. The lighter portions of the Literature, verse, play or poems are read for amusement in the evenings and also in the holidays.
2. Less time may be given if desired in any Form to Science and Modern Languages and more to Classics and Mathematics. The English periods may not be altered.
3. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

TIME TABLE.

FORM I. (A & B)

	M.	T.	W.	Th.	F.	S.
9-0—9-20	Old Testament	New Testament	History	Old Testament	New Testament	Week's Work
9-20—9-40	Geography	Natural History	Reading	Reading	Reading	A History B Reading
9-40—9-50	Repetition Bible	Repetition Poem	Repetition Bible	Number	Repetition Hymn	Writing
9-50—10-0	French	Writing	French	French	Picture Study	French
10-0—10-20	Number	Handicrafts	Number	Handicrafts	Number	Handicrafts
10-20—10-35	Drill	Sol-fa	Drill	French Song	Drill	Sol-fa
10-35—10-50	Dancing or Play	Play or Drill	Dancing or Play	Play or Drill	Dancing or Play	Play or Drill
10-50—11-10	Tales	Number	Geography	Tales	Natural History	Number
11-10—11-20	Writing	Drawing	Handicrafts	Brush-Drawing	Handicrafts	Brush-Drawing
11-20—11-30	Reading	Reading	Writing	Writing	Writing	Reading

N.B.—No "Home Work." "Narration" (Oral) at the end of each lesson. Form Upper I.A, an occasional written narration.

TIME TABLE.

FORM II. (A & B)

	M.	T.	W.	Th.	F.	S.
9-0—9-20	Old Testament	New Testament	Citizenship	Old Testament	Picture Study	New Testament
9-20—9-50	Arithmetic (oral and written)	Arithmetic (oral and written)	Natural History	Arithmetic (oral and written) <i>or, II.A (2nd year)</i> <i>Geometry or Algebra</i>	Arithmetic (oral and written)	Arithmetic (oral and written)
9-50—10-20	Dictation and Writing	English Grammar and Parsing	Dictation and Transcription	French History	Plutarch's Lives	A Latin B Dictation and writing
10-20—10-50	Drill and Play	English Song and Play	Drill and Play	French Song and Play	Drill and Play	Sol-fa and Play
10-50—11-0	Repetition Poem	Repetition Bible (O.T.)	Repetition Poem	Map of the World	Repetition Bible (N.T.)	Repetition Week's Work
11-0—11-30	Geography	English History	Geography	English Grammar and Analysis	Natural History	A General History B History
11-30—12-0	French	A Latin B Dictation and Writing	Reading	French	A Arithmetic B Dictation and Writing	French

N.B.—No "Home Work." "Narration" (Oral or written) at the end of each lesson. Form A, two written narrations at the end of two lessons each day (10 min.); B, one.

TIME TABLE.

FORM III.

	M.	T.	W.	Th.	F.	S.
9-0—9-20	Old Testament	New Testament	Natural History	Old Testament	Picture Study	New Testament
9-20—9-30	Arithmetic (oral & written)	Geometry or Arithmetic	Citizenship	Arithmetic (oral & written)	Geometry	Arithmetic (oral & written)
9-30—10-20	Dictation and Writing	English Grammar and Parsing	Algebra	General History	Plutarch's Lives	Latin
10-20—10-30	Drill and Play	English Song and Play	Play and Drill	French Song and Play	Drill Play	Sol-fa and Play
10-30—11-0	Repetition Poem	Repetition Bible (O.T.)	Repetition Poem	Repetition Latin	Repetition Bible (N.T.)	Repetition Week's Work
11-0—11-30	Geography	English History	Geography	English Grammar and Analysis	Botany	General History
11-30—12-15	French	Latin	Literature	French	Italian or German	French
12-15—12-45	Reading	General Science	Italian or German	Dictation and Writing	Composition	Geography

N.B.—No "Home Work," "Narration" (oral or written) at the end of each lesson. At least two written narrations each day.

TIME TABLE.

FORM IV.

	M.	T.	W.	Th.	F.	S.
9-0—9-20	Old Testament	New Testament	Hygiene and Physiology	Old Testament	Picture Study & Architecture	New Testament
9-20—9-30	Arithmetic (oral & written)	Geometry or Arithmetic	Citizenship	Arithmetic (oral & written)	Geometry	Arithmetic (oral & written)
9-30—10-20	Dictation and Writing	English Grammar and Parsing	Algebra	General History	Plutarch's Lives	Latin
10-20—10-30	Drill and Play	English Song and Play	Play and Drill	French Song and Play	Drill and Play	Sol-fa and Play
10-30—11-0	Repetition Poem	Repetition Bible (O.T.)	Repetition Poem	Repetition Latin	Repetition Bible (N.T.)	Repetition Week's Work
11-0—11-30	Geography	English History	Geography	English Grammar and Analysis	Natural History	General History
11-30—12-15	French	Latin	Literature	French	Italian or German	French
12-15—12-45	Reading	General Science	Italian or German	Geology	Composition	Geography

N.B.—No "Home Work," "Narration" (oral or written) at the end of each lesson. At least two written narrations each day.

TIME TABLE.

FORMS V. & VI.

	M.	T.	W.	Th.	F.	S.
9-0—9-30	Old Testament	New Testament	Algebra	Old Testament	New Testament	Physical Geography
9-30—10-0	Arithmetic	Euclid	French	Arithmetic	Euclid	Algebra
10-0—10-25	Geology, etc.	Literature	Composition	Astronomy	Every-Day Moral and Economics	French
10-25—10-50	Drill Singing	Drill Singing	Drill Singing	Drill Singing	Drill Singing	
10-50—11-30	Literature	English History	Geography	English History	Grammar	Botany
11-30—12-15	Biology, etc.	Latin	General History	Every-Day Morals and Economics	Geography	Grammar
12-15—1-0	French	German or Italian	Latin	French	German or Italian	Latin

Specimen Programmes of a Term's Work.

Teachers are earnestly advised not to take up P.U.S. work on these 'Specimen' Programmes. The success of the P.U.S. depends upon following the current work and taking the current examinations and to begin work on a set of old programmes would make this practically impossible.

FORM I. (A. and B.)

(AGES 6—9).

Bible Lessons.

In all cases the Bible text must be read and narrated first.

A & B *The Bible for the Young*, by Dr. Paterson Smyth (S.P.C.K., Vol. III., P.N.E.U. Office, 1/-): (a) *Joshua and Judges*, Lessons 1-8, (b) *St. Mark's Gospel*, Lesson 1-8. Teacher to prepare beforehand: in teaching, read the Bible passages ONCE and get the children to narrate; add such comments (see Paterson Smyth) as will bring the passages home to the children. Children might use *Bible Atlas* (S.P.C.K., 1/3). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.).

Sunday reading (optional):

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 148-299.
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/6), or, *The Child's Book of Saints* (Dent, 2/6), may be used.
- A & B *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6).

Writing.

A *A New Handwriting*,* by M. M. Bridges (P.N.E.U. Office, 5d. each card; instructions 6d.): card 1, lines 3 and 4; card 3, lines 3 and 4. Two letters to be mastered each lesson. Teacher study instructions. Transcribe from reading books, and write words and short sentences from dictation.

B *A "New Handwriting,"* card 3, lines 3 and 4; one letter to be mastered each lesson, teacher study instructions. To be able to write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Left-hand half of card 4 of *The "New Handwriting."*

Tales.

A *Pilgrim's Progress** (R.T.S., 9d., or, better 2/6), Part II., from "the Two Lions" to "Matthew marries Mercy." *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 4/-), pp. 239-287.

B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or Dent, 2/6), may be used. Three fables, *Aesop's Fables* (Murray, 1/6).

English History.

A *Our Island Story*,* Vol. I., by E. H. Marshall (Jack, 3/3), pp. 94-140. *Mrs. Frewen Lord's Tales from Canterbury** (Sampson Low, 1/6), pp. 37-72.

B *Our Island Story*, Vol. I., pp. 94-140. (A second lesson to be taken on Saturday, 9-20—9-40).

Geography.

A *Ambleside Geography Book*, Book I.* (2/6), pp. 41-54. Book II.* (3/-), pp. 34-63: six map questions before reading letterpress, then reading and narration; no additional matter should be introduced. Philip's

Up to now

Atlas of Comparative Geography* (3/6). Children to be able to tell about six places father and mother have visited. Pace and make plans of schoolroom, distance to front gate, and 10 yards on each side of four roads. Suitable tests under P.U.S. Scouting (see Parents' Review, June, 1920.)

- B Ambleside Geography Book, Book I., pages 1-11. *The World at Home* (Nelson, 5/-), pp. 238-296 (out of print), or, *How the World Travels*, by A. Methley (Gardner Darton, 2/-), pp. 1-40. Make in tray of sand (or see June P.R.) islands, isthmuses, straits, mountains, lakes.

Natural History (including work for the holidays).

A & B Keep a Nature Note-Book (P.N.E.U. Office, 6d., and see *Home Education*). Find and describe (a) six wild fruits; watch, if possible and describe (b) ten birds, (c) five other animals. [*The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6); August to December. Furneaux's *A Nature Study Guide* (Longmans, 6/6), may be used for special studies and for reference]. See also Scouting Tests in Nature Lore: *Parents' Review*, June, 1920.

- A *Birdland Stories*, by O. Pike (R.T.S., 6/-), pp. 75-107, or, *Insect Life** (''Eyes and No Eyes Series," Cassell, 1/3), pp. 41-80. *Tommy Smith's Animals*,* by E. Selous (Methuen, 2/9), pp. 143-207.
- B *Plant Life in Field and Garden*,* pp. 1-26; 66-80, by Mrs. Fisher (''Eyes and No Eyes Series" Cassell, 1/3). *Tommy Smith at the Zoo*, pp. 53-110 (Methuen, 2/9).

Picture Study (see *Home Education* for directions).

A & B Study reproductions of six pictures by Dürer* (P.N.E.U. Office, 2/- the set); teacher see notes in the September No., 1922, of the *Parents' Review*.

Sums.

Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 6d.).

A Pendlebury's *New Concrete Arithmetic* (Bell), Year II.,* (5d.), Term I., or, *A New Junior Arithmetic*, by Bompas Smith (Methuen, 4/-), pp. 24, 25, 34-38, 60-66, taking different examples. Tables up to twelve times twelve (five minutes' exercise in every lesson). Tables to be worked out in money thus: $9 \times 7 = 63$. 63 pence = 5s. 3d.

B Pendlebury, Year I.,* Term III., to be worked with dominoes, beans, etc. Rapid mental work.

French.

- A *Le Livre Rouge* (Blackie, 3/-), pp. 6-20. Children to narrate. *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 24-31.
- B *Illustrated French Primer*, by Henry Bué (Hachette & Co., 2/6), pp. 45-54; 121-125, inclusive. Words to be taught orally with pictures. Children to narrate *The Children's Entente Cordiale*, by L. M. Oyler (Jack, 1/6), Nos. 16-20.†

†Very inaccurate, yet very useful.

Brushdrawing.

A & B Six wild fruits (from memory); six animals that you have been able to watch; and pictures of people you have read about in your Tales, in brushwork. Children should draw occasionally with brush or chalk from memory. *Pencils should not be used much*. For chalk drawing, milled blackboards (P.N.E.U. Office, 2/- each) may be used. Paintbox with specially chosen colours and brush (P.N.E.U. Office, 3/-). *What to Draw and How to Draw It* (Skeffington & Son, 3/6).

Recitations.

A & B To recite a poem (each child may choose a different one), to learn two Christmas hymns, Psalm 150, and two suitable passages of 6 verses each from (a) *Joshua*, chapter 1, (b) *St. Mark*, chapter 6. I.A., *The Fairy Green*, by R. Fyleman (Methuen, 1/6). I.B., *Recitations for Little Children*, by G. H. Tuffley (1/-).

Reading.

- A Poetry and books used for History, Geography, and Tales.
- B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by Miss E. Tetley (Jackson & Son), or, *The Happy Reader*, Part I. (Simpkin, Marshall & Co., 8d.). Children may use *Puss in Boots* (Blackie, 4d.), or, Children who can read may use *The Happy Reader*, Part II., by E. L. Young (Simpkin, Marshall & Co., 1/-), taught according to directions in preface.

Music.

- A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

Programme of Brahms' music (to be heard), *Parents' Review*, September, 1922.

Singing.

A & B Two French songs, *French Songs*, by Violet Partington (Dent, 9d.), or, *French Rounds and Nursery Rhymes* (Augener, 2/6). A Christmas carol.

- A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 2/6), lessons 24-27. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each, complete with music 6/-).

- B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 4/-), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

- A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). *Syllabus of Physical Exercises* (Eyre & Spottiswoode, 1/6), Tables 1-4. Teacher see pages 161-163. Skipping. *British Marches for Schools*, by Martin Shaw (Evans, 4/6). Students take House of Education Drills.

Work.

- A & B Help in house or garden. Smyrna Rug work (materials from Hawes Bros., St. John's Road, London, S.W.4). *The Little Girls' Gardening Book* (Mills & Boon, 2/6). *Little Girls' Sewing Book*; *The Little Girl's Knitting Book* (R.T.S., 2/- each). Teachers will find suggestive *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Make Christmas presents and gifts for a Christmas tree for poor children.

- A *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series I., 1-5.
- B *Paper Folding*, by H. G. Paterson (P.N.E.U. Office, 2/6), (materials 8d.), models 1-8, and two other original models on the same lines.

All children should spend two years in Form IA. In the second year they should read their own books and sometimes write narration. Classes in the second year of IA might be called "Upper IA."

N.B. 1.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.

N.B. 2.—Each child in A should have a copy of all books, etc., marked* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 4.—All letters re School and Programmes, except book orders, should be sent to Ambleside.

FORM II. (A. and B.).

(AGES 9-12).

Bible Lessons.

In all cases the Bible text must be read and narrated first.
A & B *The Bible for the Young*, by Dr. Paterson Smyth (S.P.C.K., Vol. III., P.N.E.U. Office, 1/6): (a) *Joshua and Judges*, Lessons 1-8, (b) *St. Mark's Gospel*, Lessons 1-8. Teacher to prepare beforehand and to use Bible passages in teaching, and to add such comments (from Paterson Smyth, say,) as will bring the passage home to the children.. Children may use (c) S.P.C.K. *Bible Atlas* (1/3).

Sunday Reading (optional): *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). *Bengali Schooldays*, by D. S. Batley (S.P.C.K., 1/3). Mrs. Frewen Lord's *Westminster Abbey* (Sampson Low, 1/6). *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (e) *Helps to the Study of the Bible* (Oxford Press, 2/-).

Sunday occupations: The Century Books. Mottoes in beautiful lettering.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). For New Testament, a Gospel in suitable portions. *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

Writing.

A & B *A New Handwriting** (very important), by M. M. Bridges (P.N.E.U. office, 5d. a card): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *King John*, or, Tennyson's *The Foresters*. Two perfectly-written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully: then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (written and oral).

A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc. Occasional letters with family news.
B Stories from reading. Children in B who cannot write easily may narrate part.

English Grammar.

Parse and point out Subjects, Verbs, Objects.
A Meiklejohn's *Short English Grammar** (2/-), pp. 52-64; 124-135.
B *Short English Grammar*,* pp. 1-9, teacher adding exercises.
English History.
A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 131-201 (1154-1307). Black's History Pictures (2/6 a set), may be used.
A Scott's *Tales of a Grandfather* (University Press, 2/3), pp. 66-106.

French History.

- A A *First History of France*,* by L. Creighton (Longmans, 5/-), pp. 45-81, to be contemporary with English History. Evans' *Political War Map of Europe, Asia, Africa** (4d.).
B *Stories from French History*, by E. C. Price (Harrap, 5/-), pp. 18-66.

General History.

- A *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/6), chapter 12. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 2/6), putting in illustrations from all the history studied during the term. *The Ancient World*,* by A. Malet (Hodder & Stoughton, 5/-), pp. 82-101.

Citizenship.

- A North's *Plutarch's Lives: Brutus** (Blackie, 1/-)). A *Pronouncing Dictionary of Mythology and Antiquities* (Walker, 1/6); very important. *Classical Atlas* (Dent, 2/6). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 120-161.
B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 93-114.

Geography.

- A The Ambleside Geography Books, Book III.* (4/-), pp. 213-240.
B Book III.,* pp. 65-102.
A & B *Round the Empire*,* by Sir George Parkin (Cassell, 3/-), pp. 214-244. *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 74-93. Philips' *Atlas of Comparative Geography* (new edition, 3/6). Map questions to be answered from map in Geography Book and then from memory before each lesson. All Geography to be learnt with map. Children to make memory maps; see also tests under Scouting. Teacher may find *Outdoor Geography*, by H. Hatch (Blackie, 3/-) useful.

Natural History, etc.

- A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 4/-), pp. 34-71 (children should make the experiments where possible). Keep a Nature Note book (P.N.E.U. Office, 6d., and see *Home Education*). Make special studies for August to December with drawings and notes: *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6), may be used. [Furneaux's *Nature Study Guide* (Longmans, 6/6), may also be used for reference for outdoor work]. See also tests under P.U.S. Scouting, Parents' Review, June, 1920.
A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 269-301.
B *Life and Her Children*,* pp. 66-102.

Picture Study.

- A & B Reproductions* of six pictures by Dürer (P.N.E.U. Office, 2/-). Teachers see notes in the September *Parents' Review*, 1922.

Arithmetic.

- Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 6d.).
A A *New Junior Arithmetic*,* by Bompas Smith (Methuen, 4/-), pp. 79-85, 94-96. Much care with tables and rapid oral work.
B A *New Junior Arithmetic*,* pp. 1-13; 19-25 (additional examples), or continue.
Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Practical Geometry.

- A *Lessons in Experimental and Practical Geometry*,* by Hall and Stevens (Macmillan, 2/-), pp. 1-22, § III. *The School Set of Mathematical Instruments* (Macmillan, 2/-).

Latin.

- A Scott and Jones' *First Latin Book* (Blackie, 2/6), pp. 1-21, each lesson to be followed by narration, or, *Young Beginners' First Latin Book** (Murray, 2/6), pp. 8, 9, 10, 24-27; with corresponding exercises, questions, and vocabularies.

French.

- A Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 23-26 inclusive, with grammar and exercises.
 B Siepmann's *Primary French Course*,* Part I (Macmillan, 3/-), Lessons 4-6 inclusive, with grammar and exercises.
 A & B Teacher study Siepmann's preface. Teacher read Lesson aloud, translating with the children's help, and children afterwards narrating in French. *French Songs*, by Violet Partington (Dent, 9d.).

Drawing.

- A & B Six (a) wild fruits, (b) studies of animals, that you have been able to watch, in brushdrawing. Christmas cards. Original brushdrawings from scenes in books set for reading. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 3/-)*: pencil must not be used. *What to Draw and How to Draw It* (Skeffington & Son, 3/6).

Recitations.

- A & B Psalm 33, and two suitable passages of about twelve verses each from (a) *Joshua*, (b) *St. Mark's Gospel*. Two Christmas hymns. A scene from Shakespeare's *King John*, or, from *The Foresters*. Two poems from *A Book of Verse*, edited by Sir Henry Newbolt (Bell, 2/-).

Reading (including holiday and evening reading).

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading.
Tennyson's The Foresters (Macmillan, 4/6), optional. Shakespeare's *King John** (Blackie; Plaintext Edition, 7d.).
 A Scott's *The Talisman** (Dent, 2/-). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 277-304.
 B *The Heroes of Asgard** (Macmillan, 5/-), pp. 59-108. *The Prince and the Page*,* By Charlotte Yonge (Macmillan, 3/-).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

Programme of Music (Brahms) to be heard: *Parents' Review*, September, 1922. (Questions will be set on this subject.) *The Book of the Great Musicians*, by P. Scholes (Oxford Press, 4/6), may be used.

Singing.

Two English songs from *The National Song Book*, edited by C.V. Stanford (Boosey & Co., words and voice parts 1/9 each,* complete with music 6/-). Two French songs. *A Book of French Songs* (treble only, Blackie, 7d. each), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 21, 22, inclusive (Curwen & Son, 2/6). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lesson 38, 40 (Curwen, 2/6).

Drill.

Syllabus of Physical Exercises (Eyre & Spottiswoode, 1/6), four tables. *Ball Games and Breathing Exercises*, by Alice R. James (Longmans 1/9). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Skipping. Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Help in house or garden. Make Christmas presents. Provide some entertainment or a Christmas tree for poor children. Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *The Little Girl's (a) Sewing Book, (b) Knitting Book* (T.R.S., 2/- each), *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): teacher read letterpress with discretion. Children make a garment (see the needs of the "Save the Children Fund," address: 29, Golden Square, Regent Street, W.1.) Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under *Scouting (Parents' Review, 1920)*. Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S. 1/-).

* In home schoolrooms where there are children in A as well as in B, both forms may work together doing the work of A or B as they are able.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each child in A and B should have a copy of all books, etc., marked* and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/- (P.N.E.U. Office).

FORM III.

(AGES 12—14).

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and The Rev. H. Costley-White (Murray, 3/6), Vol. IV., pp. 3-55. (a) *S.P.C.K. Bible Atlas** (1/3). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 40-72. (c) *Helps to the Study of the Bible* (Oxford Press, 3/-). (d) *The Saviour of the World*, Vol. VI. (P.N.E.U. Office, 3/-), pp. 1-55.

(e) *The Acts*,* by E. M. Knox, pp. 324-401 (Macmillan, 4/6). (f) (optional) *The Prayer Book in the Church*, by The Rev. W. H. Campbell (Longmans, 3/-), pp. 14-29, with lessons on Advent and Christmas.

For Sunday Reading (optional):

(a) *The Romance of the Bible*, by G. Hollis (Wells, Gardner, Darton, 5/-), pp. 169-232. *Shackleton: a Memory*, by H. Begbie (Mills & Boon, 2/6). *Letters to my Grandson on the World about Him*, by the Hon. Stephen Coleridge (Mills & Boon, 2/-). *An English Church History for Children*, Vol. I., by M. Shipley (Methuen, 4/6), pp. 166-241.

Sunday Occupations: A Century Book. Choose and inscribe mottoes (in beautiful lettering, see "Bridges").

For private daily Bible reading, children may use *Daily Readings from*

the Old Testament, by H. Franklin and L. Montagu (Williams & Norgate, 2/-). For New Testament: a Gospel in suitable portions. (b) *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

Writing.

Choose and transcribe passages (in beautiful writing from Bridges') from *Poems of To-day*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (A New Handwriting to be used).

Two or three pages or a passage to be prepared first from a newspaper, or, from the prose and poetry set for reading; a paragraph to be then dictated.

Composition.

(See Meiklejohn, 76-183.)

Read on Tuesdays some subject in "Literature" or, on the news of the week, or, on some historical or allegorical subject, etc. Write on Thursdays an essay on the subject. Narrative poems that must scan on events that have struck you. Christmas letters to friends abroad on general news.

English Grammar.

Parse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 64-85.

Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls** by H. E. Marshall (Jack, 10/-), (omit this term). Shakespeare's *King John** (Blackie, Plaistext, 6d.). Scott's *Ivanhoe** (Dent, 2/-). Read from De Joinville's *Chronicles of the Crusades** (2/-). *Poems of To-day*,* Series II, (Sidgwick and Jackson, 3/-): know the poems of six poets.

English History.

Arnold Forster's *A History of England** (Cassell, 8/-), pages 131-186 (1154-1307). Scott's *Tales of a Grandfather** (University Press, 2/-), pp. 34-106. Make a chart of the 12th Century (1100-1200), (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events.

French History.

Creighton's *First History of France** (Longmans, 5/-), pp. 45-81 (1154-1307).

General History.

Read from De Joinville's *Chronicles of the Crusades** (Dent, 2/-). *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/-), chapter 12. Teacher study preface. Keep a Book of Centuries* (P.N.E.U. Office, 2/-), putting in illustrations from all the history studied. *Stories from Indian History* (C.L.S.I.), Vol. I., 2/-, pp. 1-25.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/-), pp. 1-23. North's *Plutarch's Lives: Brutus** (Blackie, 1/-). *A Pronouncing Dictionary of Mythology and Antiquities* (Walker, 1/-), most important. *Social and Industrial Life*,* by St. Loe Strachey (Macmillan, 2/-), pp. 178-218.

Geography.

The Ambleside Geography Books, Book IV.* (4/-), pp. 54-97. *Fighting for Sea Power in the Days of Sail*,* by H. W. Household (Macmillan, 3/-), pp. 193-226. Geikie's *Physical Geography* (Macmillan, 1/-), pp. 19-37. (Optional) Washington Irving's *Alhambra* (Macmillan, 2/-).

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercises on the map of Great Britain every week. Philip's *Atlas of Comparative Geography* (new edition, 3/-), may be used. See also tests under P.U.S. "Scouting."

Map questions to be answered from map and names put into blank map (from memory) before each lesson. Children to make maps of new boundaries from memory. Teacher to use *The Treaty Settlement of Europe*, by H. J. Fleure (Oxford Press, 2/-). Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

The Study of Plant Life,* by H. C. Stopes (Blackie, 6/-), pp. 1-34. *First Year of Scientific Knowledge*,* by Paul Bert (Relfe, 5/-), pp. 127-144 and 376-384.

Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/-), with flower and bird lists, and make daily notes. For out-of-door work choose some special August to December study from Furneaux's *A Nature Study Guide* (Longmans, 6/-), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/-).

General Science.

*Architecture** (Jack, 3/-), pp. 103-127. *Our Wonderful Universe*,* by A. Giberne (S.P.C.K., 6/-), pp. 28-60.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* pp. 100-113 (Bell, 2/-). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book (V. Bell, 5d.).

Important: to be read in leisure time *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/-).

Geometry.

A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/-), pp. 96-97, 99-101, 104, 109. Revise Theorems 35-68. *The School Set of Mathematical Instruments* (Macmillan, 2/-).

German.

Siepmann's *Primary German Course*,* by O. Siepmann (Macmillan, 5/-), Lessons 13-15 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, *Italian*.

Perini's *Italian Conversation Grammar** (Hachette, 6/-), Exercises 16-20, or, better, *A New Italian Grammar*,* by E. Grillo (Blackie, 6/-), pp. 13-24; 180-187.

Latin.

Second Latin Course, Scott & Jones' (Blackie, 3/-), pp. 88-104; each lesson to be followed by narration, or, Dr. Smith's *First Latin Course** (Murray, 4/-), pp. 27-40, with exercises on pp. 46-49.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 19-22 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Nouveaux Contes Français*, par Marc Ceppi (Bell, 2/-), pp. 1-33; parse two pages.

Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.

The Fësole Club Papers, by W. G. Collingwood (out of print). Animal studies. Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions* of pictures by Dürer (P.N.E.U. Office, 2/- the set). See the special notes in the *Parents' Review*, September, 1922. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons. Two Christmas hymns. Psalms 145 and 146. Two modern poems, or, a scene from *King John*, or, two ballads (*Historical Ballads*, Blackie, 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/6), pp. 277-304.

Musical Appreciation.

See Programme of Music (Brahms), *Parents' Review*, September, 1922; *Our Work* (Questions will be set on this subject). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), may be used.

Singing. (See Programme of Music.)

Three French songs, *French Songs, with Music* (Blackie, 7d.). Three German songs, *Deutscher Liedergarten* (Curwen & Son, 2/6, or without accompaniments, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 27-32 (Curwen & Son, 2/6).

Drill, etc. (Choose new work.)

Ball Games and Breathing Exercises, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Exercises* (Eyre & Spottiswoode, 1/6), four tables. Ex-students, House of Education Drills. *How to Teach Dances* (Evans, 4/6).

Work.

Do some definite house or garden work. Cooking: *Tried Favourites Cookery Book* (Horace Marshall, 2/6). Make Christmas presents and provide a Christmas entertainment with gifts you have made for poor children. Heaton's *Cardboard Modelling* (Newman, 6/-; make six models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *Simple Garments for Children*, by Synge (Longmans, 6/-). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1s.). See also (unless working as Girl Guides) tests under P.U.S. Scouting (*Parents' Review*, May, 1920): all girls should take the First Aid (No. 10) and Housecraft (No. 7) Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W.I.

FORM IV.

(Age 14-18).

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

*Old Testament History** by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol. IV., pp. 3-55. (a) S.P.C.K. *Bible Atlas** (1/3). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). (c) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (d) *The Saviour of the World*, Vol. VI. (P.N.E.U. Office, 3/-), pp. 1-55.

(e) *The Acts*,* by E. M. Knox, pp. 324-401 (Macmillan, 4/6). (f) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 14-29, with lessons on Advent and Christmas.

For Sunday reading (optional):

The Quest of Nations, by T. R. W. Lunt (U.C.M.E., 2/6), pp. 120-178. *The Story of St. Paul's Life and Letters*, by J. Paterson Smyth (Sampson Low, 5/-), pp. 165-246. *The Pilgrim's Progress* (any complete edition). *Mary Powell's Diary* (Dent, 2/6).

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). For New Testament, a Gospel in suitable portions. (b) *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

Sunday Occupations: A Book of Centuries. Choose and write mottoes in beautiful lettering.

Writing.

Choose and transcribe passages from *Poems of To-day*. Shakespeare's *As You Like It*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; a paragraph to be then dictated or to be occasionally written from memory.

Composition.

(See Meiklejohn, 176-183.)

Read on Tuesdays some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Write on Thursdays a *résumé*. Verses (note metre of poems set for this term), on current events and on characters in the term's reading, upon historical characters, or, on Autumn scenes. Christmas letters on family events and general news to friends abroad.

Write for the P.U.S. Magazine (Editor Miss N. Pott, c/o P.N.E.U. Office).

English Grammar.

Parse and analyse from books read, making progress each term Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 143-157; 185-194.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 356-419. (a) Shakespeare's *As You Like It** (Blackie, Plaistext, 6d.). Scott's *Woodstock** (Dent, 2/6). Carlyle's *Heroes and Hero-Worship: Cromwell** (Dent, 2/6). Milton's *Samson Agonistes** (Ward, Lock, 3/6). Palgrave's *Golden Treasury** (Oxford Press, 2/6). Early Stuart Poets. *Poems of To-Day*,* Series II. (Sidgwick and Jackson, 3/6).

English History.

Begin a chart of the 17th Century (1600-1700), (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events. Gardiner's *History of England** (Longmans, 6/6), Vol. II., pp. 502-577 (1625-1660). *A History of Everyday Things in England*, by H. & C. Quennell (Batsford, 3/-), Part IV., may be used for the period.

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 352-381 (1625-1660). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 140-220 (omit questions). Continue a Book of Centuries* (P.N.E.U. Office, 2/6), putting in illustrations from all history studied. Defoe's *Memoirs of a Cavalier* (University Press, 2/6), pp. 1-125.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 1-23. North's *Plutarch's Lives: Brutus** (Blackie, 1/-). *A Pronouncing Dictionary of Mythology and Antiquities** (Walker, 1/6), quite necessary. *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 91-136 (narration instead of questions).

Geography.

The Ambleside Geography Books, Book V.* (5/-), pp. 63-108 and appendices. *Our Guardian Fleets in 1805*,* by H. W. Household (Macmillan, 3/-), pp. 66-106. *From Sea to Sea*, Kipling, Vol. I. (Macmillan, 3/-).

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercise on the map of Europe every week. Philip's *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under 'Scouting.'

Teacher to use *The Treaty Settlement of Europe*, by H. T. Fleure (for new frontiers), (Oxford Press, 2/6). Map questions to be answered from map and names put into blank map (from memory) before each lesson. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

Every Boy's Book of Geology,* by Trueman and Westell (R.T.S., 6/-), pp. 36-100. *Elementary Studies in Plant Life*,* by F. E. Fritsch (Bell, 3/6), pp. 136-176. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/6), with flower and bird lists, and make daily notes. For outdoor work take some special August to December study, from Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Country-side Rambles*, by W. S. Furneaux (Philip, 2/6).

General Science.

First Year of Scientific Knowledge,* by Paul Bert (Relfe, 5/-), pp. 278-318. *Some Wonders of Matter*,* by Bishop Mercer (S.P.C.K., 5/-), pp. 64-99.

Hygiene and Physiology, Domestic Economy.

A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 109-158.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* pp. 131-141 (Bell, 2/3). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry.

A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 118, 119, 121-124, 126-131, and revise 69-131, doing more exercises. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra.

A School Algebra,* by H. S. S. Hall, Part I. (Macmillan, 3/6, pp. 34-48, or continue.

German.

Siepmann's *Primary German Course*,* by O. Siepmann (Macmillan, 5/-), Lessons 19-21 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, Italian.

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 16-20, or, better, *A New Italian Grammar*, by E. Grillo (Blackie, 6/-), pp. 13-24, 180-187.

Latin.

Limen,* Part I. (Murray, 2/6), pages 45-72, with corresponding exercises. Narration of continuous passages.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 19-22 inclusive, with grammar and exercises. Teacher study preface. Read and narrate Molière's *Les Femmes Savantes* (Blackie, 1/-). Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.

The Fésole Club Papers,* by W. G. Collingwood (out of print). Studies of animals. Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions* of pictures by Dürer (P.N.E.U. Office, 2/- the set). See the special notes in the *Parents' Review*, September, 1922. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Two Christmas hymns. Psalm 118. Two poems from *Poems of To-Day*, or, a scene from *As You Like It*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations should afford exercise in careful reading and in composition. Poetry should be read daily. *The Odysseys of Homer*, Chapman's Translation (Simpkin Marshall, 3/6). Books 9-12 inclusive (to be read by teacher, with omissions).

Musical Appreciation.

See Programme of Music (Brahms), *Parents' Review*, September, 1922: *Our Work. The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), may be used.

Singing. See Programme of Music.

Three French songs, *French Songs with Music* (Blackie, 7d.). Three German songs, *Deutscher Liedergarten* (Curwen & Son, 2/6, or, with out accompaniments, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,* complete with music 6/-). *Ten Minutes' Lessons in*

Sight-Singing (Curwen, 2/6), 46-49. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 33, 34 (Curwen & Son, 2/6).

Drill, etc. (Choose new work.)

Ball Games and Breathing Exercises, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Exercises* (Eyre & Spottiswood, 1/6), four tables. *Ex-Students, House of Education Drills. How to Teach Dances* (Evans, 4/0).

Work.

Do some definite house or garden work. Make Christmas presents, and provide a Christmas entertainment with gifts for some poor children. Cooking: *Tried Favourites Cookery Book* (Marshall, 2/6). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet, Leeds.) *Simple Garments for Children*, by Synge (Longmans, 7/6). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.). *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also (unless working as Girl Guides) tests under *Scouting (Parents' Review, May, 1920)*: all girls should take the First Aid (No. 10) and Housecraft (No. 7) Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29, Golden Square, Regent Street, W.1.

FORMS VI. & V.

Scripture.

VI. & V. *The One Volume Bible Commentary*, by T. R. Dummett (Macmillan, 12/6), (a) Job, pp. 289-320; (b) pp. 1-55 of *The Saviour of the World*, Vol. VI. (P.N.E.U. Office, 3/-) with the Bible text (see Index) and notes from "Dummett"; (c) *II. Corinthians*, "Dummett," pp. 922-944.

For Sunday reading (optional):

- VI. Stanley's *The Eastern Church* (Dent, 2/6), pp. 1-70. Westcott's *Religious Thought in the West* (Macmillan, 6/-): *Benjamin Whichcote*.
- V. Stanley's *Sinai and Palestine* (Murray, 4/-), pp. 304-364. *Sunday Collects*, by Canon Masterman (S.P.C.K., 2/-).
- VI. & V. *John Inglesant* (Macmillan, 4/6). George Herbert's *Life and Poems* (Oxford Press, 2/6).

Composition.

VI. & V. A good *précis*. Letters for the P.U.S. Magazine (Editor, Miss N. Pott, c/o P.N.E.U. Office), on occurrences in Nature. Essays, in the style of Macaulay, on subjects suggested by the term's work in Early Stuart Literature, or, write on a picture studied, or on some aspect of nature. Occasionally, twenty lines of blank verse or sonnets on events that stir general feeling, or on historical or living personages. These must scan, see Abbott & Seeley, Part III.

VI. Letters "From a correspondent" for *The Times* on events and questions of the day, or on any subject that should interest the public.

English Grammar.

VI. *English Lessons for English People*, by Abbott & Seeley (Seeley, 5/-), pp. 190-219, with questions set. Both forms, parse and analyse every week.

V. *English Lessons*, pp. 1-35.

Every-Day Morals and Economics.

- VI. Plato's *Education of the Young* (Cambridge Press, 4/6), pp. 1-12, 27-49. Sir Thomas Browne's *Religio Medici* (Dent, 2/6).
- V. *Ourselves*, Book II. (P.N.E.U. Office, 4/6), pp. 103-136. Milton's *Areopagitica* (Dent, 2/6).

Literature (Books set should be used also for holiday and evening reading).

- VI. & V. (a) Blackie's translation of *The Lyrical Dramas of Aeschylus: Prometheus Bound* (Dent, 2/6); (b) *Essays in Ecclesiastical Biography*, by Sir James Stephen (Longmans, 6/6); *The Port Royalists*; (c) Scott's *The Legend of Montrose* (Dent, 2/6); (d) Macaulay's *Essays* (Dent, 2/6), VI., Laud and Milton, V., Hampden and *The Pilgrim's Progress*; (e) *An Anthology of Modern Verse* (Methuen, 2/6); (f) Shakespeare's *As You Like It* (Blackie, 7d.).
- VI. (g) *The Letters of Dorothy Osborne to Sir William Temple* (Dent, 2/6); (h) Milton's *Comus* and *Lycidas* (Ward, Lock, 4/6); (i) Coleridge's *Wallenstein* (Oxford Press, 4/-); (j) *The Oxford Book of Verse* (Frowde, 8/6), the Early Stuart poets.
- V. (g) Milton's *Sonnets* (Ward, Lock, 3/6); (h) Froude's *Essays: Job* (Routledge, 2/6); (i) *A Book of English Poetry* (Jack, 10/6): the Early Stuart poets.

Keep a Common-place Book for passages that strike you particularly: learn a hundred lines of poetry: be able to give some account of what you have read in each book, with sketches of the chief characters. (See General History).

English History.

A Short History of the English People, by J. R. Green, Vol. I. (Dent, 2/6), (1625-1660).

General History.

- VI. & V. *Medieval and Modern Times*, by J. H. Robinson (Ginn, 10/6), pp. 352-381 (1625-1660). Defoe's *Memoirs of a Cavalier* (University Press, 2/6).
- VI. *Legacy of Greece and Rome*, by W. de Burgh (Macdonald, 2/6), pp. 30-61.
- V. *Ancient Times: A History of the Early World*, by J. H. Breasted (Ginn, 10/6), pp. 140-220 (omit questions). Make summaries of dates and events. Use maps. Make charts. History Chart, by Lady Louise Loder (P.N.E.U. Office, 5/-). *A Pronouncing Dictionary of Mythology and Antiquities* (Walker, 1/6). *A Classical Atlas* (Dent, 2/6).

Geography.

- VI. *The Expansion of England*, by Sir J. Seeley (Macmillan, 6/-), pp. 164-227. Geikie's *Elementary Lessons in Physical Geography* (Macmillan, 5/-), pp. 223-271.
- V. *The Expansion of the British Empire*, by W. H. Woodward (University Press, 6/6), pp. 171-228. Geikie, pp. 73-83.
- VI. & V. Mort's *Practical Geography* (Blackie, 2/-), pp. 38-52. *The World-Wide Atlas* (Macmillan, 15/-). Purchas' *Early Voyages to Japan* (Blackie, 1/-). Know from atlas (gazetteer and from *Ambleside Geography Book V.*) something about foreign regions coming most into note in the news-papers, and in connection with history, etc., studied. *The Treaty Settlement of Europe*, by H. J. Fleure (Oxford Press, 2/6), pp. 63-81. Summarise readings by memory maps on blackboard.

Geology, etc.

- VI. *Scientific Ideas of To-day*, by C. R. Gibson (Seeley, 8/6), pp. 230-257.
 V. pp. 15-51.
 VI. *A Text Book of Geology*, by C. Lapworth (Blackwood, 7/6), pp. 311-351.
 V. pp. 137-187.
 Some account of the geology of your neighbourhood, showing sections.

Biology, Botany, etc.

- VI. & V. *The Romance of the Human Body*, by R. C. Macfie (Gardener Darton, 5/-), pp. 1-45.
In Introduction to the Study of Plants, by Fritsch & Salisbury (Bell, 7/6), VI. pp. 182-224; V. pp. 250-290. *Buckley's Botanical Tables*, (Macmillan, 1/9).

Specimens should be used in all botanical work, and experiments must be made. Keep a Nature Note-Book with flower and bird lists (P.N.E.U. Office, 2/6). Choose special August to December studies from Furneaux's *A Nature Study Guide* (Longmans, 6/-), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

Astronomy.

- VI. *The Story of the Heavens*, by R. S. Ball (Cassell, 15/-), pp. 372-433.
 VI. & V. Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations visible. *Half-Hours with the Stars*, by R. A. Proctor (Longmans, 3/6).
 V. *The Story of the Heavens*, pp. 192-253.

Art Studies.

- VI. V. Ruskin's *Modern Painters*, Vol. I., Part I. and Part II., chapters 1-7 (Dent, 2/6). Animal studies. Study and draw details from six reproductions of works of Dürer (P.N.E.U. Office, 2/- the set); see *Parents' Review*, September, 1922. Paint-box with specially chosen colours and brush (P.N.E.U. Office, 5/-).
 VI. *Ideals of Painting*, by C. Wildon Carr, (Macmillan, 13/-), pp. 235-299.
 VI. *The Painters of Florence*, by Julia Cartwright (Murray, 2/6), pp. 301-364.

Arithmetic.

- VI. Pendlebury's *New School Arithmetic*, Part II. (Bell, 3/-), revise pp. 260-317, taking more difficult sums only.
 V. Pages 316-306, 322, 330-332, 335-339.

Geometry.

- VI. *A School Geometry*, by H. Hall & F. Stevens (Macmillan, 5/-), pp. 172-197; and revise 1-98.
 V. Pages 185, 186, 192-197; and revise 69-98.
The School Set of Mathematical Instruments (Macmillan, 2/-).

Algebra.

- VI. *A School Algebra*, by H. S. Hall, Parts I. and II. (Macmillan, 4/6) pp. 250-260, 263-268; and revise 100-147.
 V. Part I., pp. 198-214; 223-231.

Latin.

- VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 3-15; 118-121; 134-135. *Limen*, Part II. (Murray, 2/6), pp. 268-279; 173-207. *Aeneid*, Book II. (Macmillan 1/9), lines, 234-369.
 V. *Limen*, Part II. (Murray, 2/6), pp. 229-242, and revise 118-134.
 VI. & V. *Cicero: Select Letters*, Nos. 7-10 (Macmillan, 2/-).

German.

- VI. *A Public School German Primer* (Macmillan, 4/-), revise pp. 102-130 and 255, 256.
 V. pp. 67-77 inclusive.
 VI. *Wallenstein's Tod* (Hachette, 1/-).
 VI. & V. *Die Besten Gedichte der Deutschen Sprache* (Gowans & Gray, 6d.) learn two poems.
 V. Schiller's *Die Geisterseher* (Hachette, 3/-).

Italian (in preference to German).

- VI. & V. *An Italian Conversation Grammar*, Perini (Hachette, 6/6), exercises 39-42, or, better *A New Italian Grammar*, by E. Grillo (Blackie, 6/-), pp. 97-109, with corresponding exercises.
 VI. Read three cantos from Dante's *Il Purgatorio* (Dent, 2/-), and compare with Longfellow's translation (Routledge, 6d.). *Le Mie Prigioni* (Hachette, 2/6).
 V. *Cuore* (Hachette, 3/6).

French.

- VI. *La Troisième Année de Grammaire*, par Larive et Fleury (Hachette, 4/10), pp. 230-265.
 VI. Pascal's *Pensées* (Blackie, 6d.).
 V. Madame de Sévigné's *Letters* (Blackie, 6d.).
 V. *Public School French Primer*, by O. Siepmann (Macmillan, 3/6), pp. 1-17.
 VI. & V. Read poems from *The Oxford Book of French Verse* (Milford, 8/6), learn two poems. Take a French paper (list can be obtained from Hachette). *Cinq Mars*, by A. de Vigny (Harrap, 2/6).

Reading.

- The Speaking Voice*, by Emil Behnke (Curwen & Son, 7/6), pp. 40-65 with practice of back exercises. *Reading Aloud*, by H. O'Grady (Bell, 2/6).

Musical Appreciation.

- See programme of Brahms' music in the *Parents' Review*, September, 1922. (*Questions will be set on this subject.*) *The Enjoyment of Music*, by A. W. Pollitt (Methuen, 5/-), may be used.

Singing (see Programme of Music).

- or, Two French songs; two Italian songs; two German songs. Two English songs, *The National Song Book* (Boosey, words and voice, 1/9, complete 6/-).

Drill, etc.

- A Manual of Free-Standing Movements*, by H. D. Hassum (Hachette, 1/8). Ex-students take House of Education Drills. Dancing.

Work.

- Do some definite house and garden work. Cooking: *Tried Favourites Cookery Book* (Marshall, 1/-). *Constructive and Decorative Stitchery*, by L. J. Foster, (3/6). Darn and mend each week. See the needs of the "Save the Children Fund," 20, Golden Square, Regent Street, W. See also (unless working as Guides) scouting tests, *Parents' Review* (June, 1920), in surveying, housecraft, handicrafts, etc.; qualify for at least the First Aid and House-craft Tests, *School and Fireside Crafts*, by A. Macbeth (Longmans, 8/6); make Christmas presents.

Examinations.**FORM I., (A. & B.).****Bible Lessons.**

- A & B. I. 1. Tell how the Israelites crossed the Jordan, *or*, about Caleb.
2. Tell the story of the fall of Jericho.
II. 1. Tell the parable of the Sower.
2. Tell how Christ fed the hungry crowds. How does He feed us today?

Writing.

- A Write a line of poetry from memory.
B "His bushy tail was his upright sail." (Write or print.)

Tales.

- A I. Tell how Great-heart fought with Giant Maul, *or*, about Mr. Fearing.
2. Tell about Theseus and Ariadne, *or*, about the slaying of the Minotaur.
B 1. Tell a short fairy story, *or*, one of Aesop's Fables.

English History.

- A 1. Tell about the crowning of King Harold.
2. Tell the story of William the Red.
3. Why is there a monument to Thomas à Becket in Canterbury Cathedral? Tell about him as a boy.
B 1. Tell about the Battle of Hastings.
2. Tell the story of the White Ship.

Geography.

- A 1. Describe a visit to Wales, *or*, a journey round North Britain.
2. What is latitude? How is it measured? What does it help us to know?
B 1. What is the shape of our earth? How can we know?
2. Tell about six ways in which people have made journeys, and say to what country each way belongs.

Natural History.

- A & B. 1. Describe three wild fruits you have found and two animals you have watched.
A 2. Tell about the "strangers on the lake,"
or, 2. What do you know about crickets and grasshoppers?
3. What did Tommy Smith learn about a squirrel?
B 2. Tell the story of a turnip. How do plants store food?
3. What did the African elephant tell Tommy Smith?

Sums. (All working must be shown.)

- A 1. A pint of water weighs a pound and a quarter. How much would 7 pints of water weigh?
2. Find the number of feet in 114, 123, 135, 138 inches.
3. Jane saves 1s. 1½d. and Mary four times as much. How much more has Mary than Jane?
or, 1. A clock lost 2 seconds every hour. How much would it lose in a week?
2. If a boy eats 3 oz. of sugar in a day, how many pounds would he eat in a year?
3. If 3 pennies weigh 1 oz., what would be the weight of £5 in pennies?
B 1. In how many ways can I weigh out 2 lbs. of sand?
2. If Mary buys 4 lbs. of butter at 1s. 6d. a pound and Jane 5 lbs. at 1s. 3d. a pound, which of them pays most? by how much?
3. How much would it cost to stamp 60 letters at 1½d. each?

Picture Study.

- A & B Describe Dürer's "St. Christopher."

French.

- A 1.*Name, in French, and in sentences, the things in your schoolroom.
2.*Make sentences with the words for 1, 3, 5, 9.
3.*Sing "Savez Vous Planter les Choux."
B 1.*Tell, in French, about the pictures on pages 50 and 51.
2.*Recite, in French, "An Adventure," *or*, "Les Trois Poules."

Brushdrawing.

1. Some hips or other berries.
2. A picture of a story you have read.
3. A rabbit.

Recitations.*

Father to choose a hymn, a poem, a Psalm, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.

1. Tell about some composition by Brahms you have heard.
* Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and IA, two tonic-solfège exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

FORM II., (A. & B.)**Bible Lessons.**

- I. A & B. 1. (a), "Be of good courage." (b), "By faith the walls of Jericho fell down." (c) "Now therefore make a league with us." Tell the whole story in two cases.
2. "Achan . . . took of the accursed thing." Tell the story and say what lessons we may learn from it.
A 3. Tell the story of the battle of Bethhoron. Explain, as far as you can, "Sun, stand thou still."
II. A & B. 1. Describe the calling of the first disciples. How did our Lord do the work of the Kingdom? How may we help?
2. (a), "Let the children first be filled." (b), "I see men as trees walking," (c), "It is I, be not afraid." Tell the whole story in two cases.
A 3. How came the Gospels to be written? What do you know of St. Mark?

Writing.

Write (A), 4, (B), 2 lines of poetry from memory.

Dictation (unprepared).

Life and Her Children—

- A Page 201,—"Yet . . . sun."
B Page 215,—"The crickets . . . out."

Composition.

1. An account, in prose or verse (not doggerel), of one of the following,—
An autumn day, Camilla, Heimdall.
2. Describe a scene from (a), *King John* in which Constance appears, or,
(b), *The Foresters* in which Robin Hood appears.
3. Write about one of the meetings in the desert described in *The Talisman*, or describe your favourite scene from *The Prince and the Page*.

English Grammar.

- A 1. Analyse, parsing the words in italics,—

'My golden spurs now bring to me,
And bring to me my *richest* mail,
For to-morrow I go over land and sea
In search of the Holy Grail.'

2. Show, in sentences, the prepositions that should follow,—confide, agree, bestow, boast, change, different.
 3. Use, in sentences, the comparative and superlative of,—fat, interesting, blue, few, many, merry.
- B 1. Pick out subjects and predicates in lines 2 and 3 above, and parse each word in line 1.
2. Show, in sentences, that the following words may be either nouns or verbs,—roar, grunt, sleep, box, cart, cut.

English History.

- A & B 1. Describe the signing of Magna Charta, and mention some of the great things it secures for Englishmen.
2. What do you know of Peter the Hermit? Mention two kings who took part in the First Crusade, and say what you know of each.

- A 3. Write a short account of Sir William Wallace.

French History.

- A 1. What do you know of the education of St. Louis? Describe his character.
2. Give an account of St. Louis' first Crusade.
- B 1. What do you know of (a), Charlemagne at Aix-la-Chapelle, (b), Château Gaillard?
2. Give a short account of 'The Lady Blanche.'

General History.

- A 1. What may we learn about (a) Nebuchadnezzar from the Indian House Inscription, and, (b), Cyrus from the tablets in the Museum?
2. How has the position and conformation of Greece influenced its history? Mention some of the Greek gods and heroes.

Citizenship.

- A 1. Why did Cæsar honour and esteem Brutus?
2. Give an account of the meeting of Brutus and Cassius at Sardis, or at Smyrna.
3. Draw the Union Jack and explain its meaning. What do you understand by *rates* and *taxes*?
- B 1. Tell the story of the taking of Rome.

Geography.

- A 1. Draw a map of Cornwall, putting in the boundaries, towns and chief physical features.
2. Describe, (a), a visit to London, (b), the Cornish Moors, (c), Land's End.
3. Write a short account of the first English Colonies. What does England do for India? How does India help England?
4. Describe Ceylon.

- B 1. Describe the Peak District, the salt-beds of Cheshire, the Bristol Channel.
2. Tell the story of Admiral Byng.
3. What do you know of Singapore, Sarawak and Rajah Brooke, Hong Kong?

Natural History.

- A 1. Describe, with a diagram, a section of an ant's nest and the work that goes on inside.
2. Explain the construction and use of a telescope.
- A & B 3. Make a list of twelve wild fruits you have found and describe three of them.
- B 1. Describe a star-fish. How does it walk? How does a sea-anemone obtain its food?
2. Can you explain what is meant by,—the full moon, the new moon, the rising and setting of the sun?

Picture Study.

- Describe Dürer's,—
A & B 'Adoration of the Magi.'

Arithmetic.

- A 1. Reduce to £ s. d., £3.247, and bring to the decimals of a pound, 15s. 4½d. and £8 11s. 4d.
2. From the sum of .0251 and 2.37 subtract the difference between 2 and .059.
- B 1. Jones has £15: 19: 10. Smith has half as much, Thomas has half as much as Smith. How much have they all together?
2. A shopman sold walnuts at 8 a penny. He took £1: 7: 4. How many walnuts did he sell?
3. Work, in the shortest way you can, £1085 2s. 6½d., (a), × 225, (b), × 108.

Practical Geometry.

- A 1. Write down four facts about straight lines.
2. Draw the ground plan of a room 40 feet wide by 20 feet, making 1" represent 10 feet. Find as nearly as you can the actual distance between two opposite corners.

Latin.

- A 1. Write six sentences of a letter from a general to Cæsar.
2. Translate into Latin § 8 A, page 69, 10 sentences,
- or, 1. Decline, singular, and plural,—*rapidum flumen; magnus dux; melior; melius; bonus puer.*
2. Translate into Latin,—they may hear, we might rule; I had heard, he will hear, they were ruling.

French.

- A 1. Describe, in French, picture 23.
2. Narrate, in French, 'Le Crapaud.'
3. Use, in sentences,—*moi, toi, lui, nous, vous, eux*, as direct objects.
- B 1. Describe, in French, the picture on page 6.
2. Make sentences using,—*du, de la, des, il y a, y a-t-il?*

Drawing. (Paper must be cut to 'Cambridge' size.)

- A & B 1. An illustration from *King John*.
2. Blackberries or crab apples growing, or any other wild fruit (from memory).
3. Three children dancing.

Musical Appreciation.

- A & B Tell something about two of the works of Brahms you have heard this term.

Recitations.*

Father to choose a hymn, a poem, or a scene from *King John* or *The Foresters*, and two passages from the Bible Lessons.

Reading.*

Father to choose an unseen passage, giving marks for enunciation.

Music.*

Examine in work done and report upon stage reached.

Singing.*

Father to choose an English, a French, and a German song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

FORM III.**Bible Lessons.**

- I. 1. "Ask what I shall give thee." What did Solomon ask of God? What do we know of his knowledge and power?
 2. Describe the visit of the Queen of Sheba and the magnificence of Solomon.
 3. Write the story of Jeroboam and the prophet Abijah.

- II. 1. "Suffer me to speak unto the people." Write what you can of St. Paul's address on this occasion.
 2. Describe the journey of St. Paul in a ship of Adramyttium.
 3. Write notes on "And who is my neighbour?"

Writing. (Writing will be considered throughout the Papers.)**Dictation.** (Spelling will be taken into account throughout the Papers.)**Compostion.** (This subject will also be considered in all answers.)

1. Some verses which must scan (not doggerel) on one of the following,—
 the floating mists (or fogs) of autumn, Sir William Wallace, Evander.
 2. Write (a), a scene for a Christmas play from *Ivanhoe*, or, (b), a description of three of your favourite games, or, (c), a letter to a friend in India on general news.

English Grammar.

1. Analyse, parsing the words in italics,—
 "—Sallow autumn fills thy lap with leaves,
 Or winter, yelling through the troublous air,
 Affrights thy shrinking train
 And rudely rends thy robe."
 2. Give examples, in sentences, showing, (a), verbs that take two nominatives, (b), the use of the Dative Case, (c), verbs that take two objects.
 3. When should Who be used and when Which? Give examples. How can we tell what verbs to use after a collective noun? Examples.

Literature.

1. Write, in the style of Joinville, of how St. Lewis (a), did justice in his land, (b), took possession of Damietta.

2. Describe the "lists" at Ashby de la Zouche from *Ivanhoe*.
 3. Describe a scene in *King John* in which King Philip and King John meet.

English History.

1. Give some account of the causes that led to the quarrel between Henry II. and Thomas à Becket.
 2. What do you know of Simon de Montfort and his work?
 3. Write a short account of Robert the Bruce.

French History.

1. Give an account of the war with Flanders in 1298. What was the end of it? What do "Flanders Poppies" stand for?
 2. What do you know of (a), The Sicilian Vespers, (b), The Estates General, (c) The Knights Templars?

General History.

1. What reminders have we in the British Museum of Nabopolassar and of Darius?
 2. What do you know about the Vedas and their writers?

Citizenship.

1. What do you know of the Government of Mansoul? How do Hunger and Thirst behave? Show that they may change in character.
 2. Give an account of the way in which Brutus and Cassius prepared for the battle of the Philippien Fields. How did Lucilius save the life of Brutus?
 3. What is our duty towards foreign countries?
 4. "India is a continent and not a country." Explain this, and say what you know about the peoples and religions of India.

Geography.

1. Give an account of Belgium, adding anything you can about its recent history.
 2. Give a map of Spain, putting in the boundaries, towns, and chief physical features. Describe the "Sunny South."
 3. What difficulties have neutral countries to face in time of war? Give examples.
 4. What is the air made of? What do you understand by evaporation and condensation?

Natural History and Botany.

1. Describe, with drawings, the growth of a seedling.
 2. Explain "the leaves are the food factories of the plant."
 3. Describe ten wild fruits you have found, naming, if possible, the natural order of each.

Architecture.

1. What do you know of the English Renaissance under Inigo Jones and Christopher Wren?

Astronomy.

1. Describe the surface of the moon, and explain what is meant by the "phases of the moon."

Picture Talk.

Describe Dürer's "Vision of St. Eustace."

Arithmetic.

1. If 36 articles cost £3: 9: 9, what will 37 articles cost?
 2. How many days should 36 men take to finish a work of which 27 have done half in 30 days?
 3. Find the income tax on £1236: 7: 6 at 6/- in the £.

Geometry.

1. Parallelograms on the same base and between the same parallels are equal in area.
2. Prove that a parallelogram is divided by its diagonals into four triangles of equal area.
3. Prove that the area of a square = (side)².

German.

1. Describe, in German, the picture to Lesson 14.
2. Translate into German page 181 V.
3. Work Exercise II. (1), page 180.

or Italian.

1. Translate with Italian (Perini) Exercise xvi., sentences 1-6, or (Grillo) Exercise 2, page 181, sentences 1-6.
2. Conjugate the Present, Past Definite and Conditional of *finire*, and the same tenses in the Passive Voice of *stimare*,
- or, 2. Use, in sentences, the plural of *l'amico, l'uomo, il grido, il braccio, il lapis*

Latin.

1. Work Exercise § 101, page 49.
2. Translate into English and retranslate into Latin, § 120, page 60.
- or, 1. Decline *duo* and *tres*, and make sentences, using the Latin for 21, 90, 16, tenth, seventh.

French.

1. Describe, in French, "Un Accident de Chemin de Fer," or, "L'Homme de Neige."
2. Repeat, *il a un livre* six times, inserting the following words and making the necessary changes,—*plusieurs, beaucoup, bons, trop, bien, trop peu.*
3. Write Exercise I. 4, page 164, sentences 1-12.

Drawing.

1. A cat in three positions.
2. An illustration from *King John*.
3. A memory sketch of "Squirrels."

Music.

1. Write a few lines on any three of the compositions of Brahms you have enjoyed.

Recitations.*

- Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear in
Parents' Report.

FORM IV.**Bible Lessons.**

- I. 1. How did Solomon organise the building of the Temple? Give a summary of his Dedication.
2. "To your tents, O Israel!" Describe the cause and the course of the Great Rebellion.
3. Why did Jeroboam set up two calves of gold? Describe the denunciation that followed at Bethel.
- II. 1. Give an account of St. Paul's defence before Felix.
2. What was the substance of St. Paul's Epistles, (a), to the Colossians, (b), to Timothy?
3. When did Christ say,—"I thank Thee, O Father"? Describe the occasion.

Writing is considered throughout the Papers.

Dictation. Spelling is considered throughout the Papers.

Composition.

1. An essay on (a), the "Melancholy Jacques," or, (b), an election speech, or, (c), an account of a bad night at Woodstock.
2. Some lines which must scan, not doggerel, on one of the following,—The visit of Ulysses to Hell, Wireless, Clouds.

English Grammar.

1. Analyse, parsing the words in italics,—
"At Charing-Cross, *hard* by the way,
Where we (thou know'st) do sell *our* hay,
There is a house *with* stairs;
And there did I see *coming down*
Such folk as are not in our town,
Forty at least, in pairs.'
2. Give rules, with examples, for the use of the colon, the semi-colon, the comma.
3. Give a list of (a), words derived from the names of persons, (b), words derived from the Latin,—*ago, altus, animus, corpus, flos, dens, caput, litera, locus, do.*

Literature.

1. What do you know of the "Parson Poet," Herrick and Marvell?
Quote lines or passages.
2. Give some account of Bunyan and his great work.
3. Tell the story of "Samson Agonistes," quoting any lines.
4. Write an essay showing for what reasons Carlyle takes Cromwell for a hero.

English History.

1. Describe the King's (Charles I.'s) gradual decline from constitutional government.
2. Describe the New Model Army and trace the growth of Cromwell's power.

General History.

1. Describe the opening of the Thirty Years' War. What do you know of Tilly, Wallenstein, and Gustavus Adolphus?
2. Describe the Rosetta Stone. How was it discovered and how interpreted? What do you know of Darius?

Citizenship.

1. Show how the Body is equipped with Servants, and how each has its perils, and how each of these may be met.
2. Compare and contrast the characters of Cassius and Brutus, giving illustrations.

3. How did Cassius comfort Brutus after the latter had seen a spirit?
4. Show fully by what courts and what judges Law is administered.

Geography.

1. Describe in detail (a), the valley of the Ganges, and (b), the Deccan.
2. What do you know of Korea and Thibet?
3. Give some account of Jeypore.
4. Describe the "great chase" of Villeneuve.

Natural History and Botany.

1. What have you to say about lava, plutonic rocks?
2. Describe in detail the lily family. Name some other monocotyledons.
3. What records can you make of wild fruits seen this term?

General Science.

1. What have you to say about atoms, molecules, and laughing gas?
2. Describe the composition of water. Show how each of the two elements behaves.

Hygiene and Physiology.

1. Describe the structure and functions of the brain.

Arithmetic.

1. Find the difference between the Banker's Discount and True Discount on a bill for £1000 due in 10 weeks at 3½%.
2. Find the cash value and the income derived from £5733 of 3% stock at 99.
3. Which is the better investment, 3 per cents. at 89 or 4 per cents. at 110?

Geometry.

1. In a right-angled triangle the square described on the hypotenuse is equal to the sum of the squares described on the other two sides.
2. To draw a triangle equal in area to a given quadrilateral.
3. A ladder 65 feet long reaches to a point in the face of a house 63 feet above the ground. How far is the foot from the house?

Algebra.

1. Multiply $3x^3 + 4x + 1$ by 2, by -2, by $4x^2$.
2. Divide $x^2 - 5x + c$ by $x - 2$.
3. Simplify $(a+b)x + (b+c)y - \{(a-b)x - (b-c)y\}$

German.

1. Write the story of "Was Hänschen nicht lernt, das lernt Hans nimmermehr."
2. Which prepositions govern the dative only? Make sentences with four.
3. Use, in sentences, the pronouns,—*den, dessen, denen, wem, das, jedermann,*

or, Italian.

1. Translate with Italian (Perini) Exercise xvi., sentences 1-6, or (Grillo) Exercise 2, page 181, sentences 1-6.
 2. Conjugate the Present, Past Definite and Conditional of *finire*, and the same tenses in the Passive Voice of *stimare*,
- or, 2. Use, in sentences, the plural of *l'amico, l'uomo, il grido, il braccio, il lapis.*

Latin.

1. Translate into English and retranslate into Latin,—Exercise 39 (a), "Hodie . . . dabit."
2. Work Exercise 36 (e), using the adjectives,—*tener, noster, bonus, justus.*
3. Make up six sentences to show the use of (a), the ablative, (b), the dative.

French.

1. Write, in French, the story of *Les Femmes Savantes*.
2. Give the comparative and superlative of,—*un bon élève, vous travaillez bien, un mauvais exemple, une langue difficile.*
3. Translate into French Exercise 22, page 165 IV., first half.

Drawing.

1. An original illustration from *As You Like It*.
2. A study of a dog.
3. A design in wild fruits for a book cover.

Musical Appreciation.

1. Write a short account of the Brahms-Wagner controversy, or, relate some of the incidents connected with the intimacy of Brahms with the Schumann family.
2. Write three lines on any five of the following:—Joseph Joachim, Johann Strauss the younger, the "Sonatensatz," Marxsen, the two versions of the "Walzes," Brahms' treatment of German folk-song, Remenyi.

Recitations.*

Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

FORMS VI. & V.**Scripture.**

- VI. 1. Discuss the authorship and date of the Book of Job. Outline the argument, introducing passages.
2. Summarise the teaching of II. Corinthians, and write a paraphrase of three or four chapters.

- VI & V. 3. Show the last steps of training the "Seventy" underwent before their mission. Describe the charge, the mission, and the return.

- V. 1. What is the theme of the Book of Job? Sketch the contents. "How beautiful is their first introduction!" How does Froude describe the coming of the three friends?
2. Under what circumstances was II. Corinthians written? What events occurred between the two Epistles? Write a table of contents.

Writing and Spelling are considered throughout the Papers.

Composition. (Composition is taken into consideration throughout the Papers.)

1. Write a sonnet in Milton's manner on Wireless, or, on The Recent Discoveries at Thebes.

English Grammar.

VI. & V. 1. Analyse, parsing the words in italics.—

" Yet let him keep the rest,
But keep them with with repining restlessness;
Let him be rich and weary, that at least,
If goodness lead him not, yet weariness
May toss him to My breast."

VI. 2. Comment upon (a), the rhyming couplet of Pope, (b), the rhyming iambic of narrative poetry, (c), the Spenserian stanza, (d), the sonnet. Exemplify where you can.

V. 2. Show fully the nature and use of synonyms. Give several examples. Write a score of Latin prefixes, using the words in sentences.

Literature.

VI & V. 1. Tell, as far as you can, a coherent story of "Prometheus Bound." Give his *apologia* as he uttered it from the rock. What part does Io take in the play?

2. Who were the most famous inmates of Port Royal? Describe the work and teaching of three of them.

VI. 3. In what stirring times were the letters of Dorothy Osborne written? Write such a letter, introducing some of her contemporaries.

4. How does Macaulay characterise Milton's *Comus*, and in what points does he compare *Paradise Lost* with the Divine Comedy? Write an outline of *Lycidas* with your own comments.

V. 3. Show what varieties of women are represented in *As You Like It*. Compare and contrast.

English History.

VI. & V. 1. Write an essay on Puritan England, mentioning distinguished characters.

2. Sketch the character of Wentworth, showing the iniquity of the Star Chamber.

V. 3. Sketch the character and career of Hampden as given by Macaulay.

General History.

VI & V. 1. What circumstances gave rise to the scientific age? Give some account of a few of the leaders of thought.

2. What light does "a Cavalier" throw upon the conduct of the Wars of Religion? Who were the great generals? What do we learn of Charles XII.? How do Augsburg, Ratisbon, Leipsic, come into the story?

VI. 3. Give some account of the Art and Literature of the age of Pericles. 4. What impression of Wallenstein do you get from *The Piccolomini*?

V. 3. Describe the growth and grandeur of the Assyrian and Chaldean Kingdoms.

Every-Day Morals and Economics.

VI. 1. Write, in the manner Plato uses, the discussion upon what children should and should not be taught in the way of history and fable.

2. Write a diary for three days after the fashion of Sir Thomas Browne's *Religio Medici*, including a notice of some of "the magisterial and masterpieces of the Creator."

V. 1. What have you to say about the duty of gladness, humility, loyalty, courage, generosity? Show several aspects of each of these qualities.

2. Write as clearly as you can, the argument of the *Areopagitica*.

Geography.

VI. 1. Show how history and politics have led to the expansion of England.
2. Sketch generally the relief of the land as shown the several continents.

V. 1. Show the parallel decay of the Mogul, and the rise of the British Empire.

2. What is the office of the vapour of the atmosphere? What do you understand by dew-point?

VI & V. 3. What are the boundaries of Czecho-Slovakia? What frontier changes have Austria and Hungary undergone?

Geology and General Science.

VI. 1. Describe in detail the birth of a star. Show that an element may have more than one spectrum.

2. What have you to say of the life of Jurassic times? Sketch and name half-a-dozen fossils of the system.

V. 1. What have you to say about (a), chemical affinity, (b), positive and negative electricity, (c), electrical attraction, (d), cohesion?

2. What are the scenic characteristics of the metamorphic rocks? Which classes of rocks allow of historical classification?

Biology, Botany, etc.

VI. & V. 1. Describe some of the wonderful and beautiful properties of the skin, and explain four or five of its functions.

VI. 2. Describe, with illustrations, the breathing process of the plant.

V. 2. Describe, botanically, a simple fruit, a compound fruit, a drupe, a berry, a false fruit. Describe, with drawings, six forms of seed dispersal.

Astronomy.

VI. 1. What have you to say about November meteors?

VI. & V. 2. What constellations are visible in the night skies of November? Make a plan of six of these.

V. 1. What have you to say about (a), the Minor Planets, (b), the Pleiades?

Art Studies.

VI. & V. 1. A *Soplia* study of Dürer's "Praying Hands."

2. Discuss the work of Dürer as illustrated in this term's pictures.

VI. 3. "In the brilliant company of portrait painters Rembrandt stands forth as the poet of them all." Discuss this.

V. 3. Give some account of Michael Angelo, architect, sculptor, painter, poet.

Arithmetic.

VI. 1. By selling goods for £817 19s. a dealer lost 9%; at what price would he have gained 10½%?

2. Find, correct to a penny, the Compound Interest on £375 5s. for 2 years at 2½%.

3. The Discount at 5% on a Bill due 2½ years hence is £119 10s. What is the amount of the Bill?

V. 1. I invest £4875 in the 2½% at 99; how much must I invest in the 3½% at 105 to get an equal income?

2. If 22 lbs. of tea at 2/- a lb. be mixed with 27 lbs. at 3/- and the mixture sold at 2½ a lb., what is the gain per cent.?

3. A runs a 2-mile race with B and loses; had he run a third quicker he would have won by 22 yards; compare their speeds.

Algebra.

VI. 1. Resolve into factors, —(a), $x^3y^3 - 512$.
 (b), $b^3 + c^3 + 1 - 3bc$.

2. Solve, $x^3 - 2ax + 8x = 16a$.

3. Solve. (a), $x^3 - y^3 = 218$ (b), $\frac{x}{y} + \frac{y}{x} = 2\frac{1}{2}$
 $x - y = 2$ y x
 $x + y = 6$

V. 1. Simplify. $\frac{1}{a^2 - a^3 - 1}$
 $a + \frac{1}{a + 1}$

2. Solve the equations, $\frac{8x+23}{20} - \frac{5x+2}{3x+4} = \frac{2x+3}{5} - 1$

3. A man buys a number of articles for £1 and sells for £1 1s. od. all but two at 2d. apiece more than they cost; how many did he buy.

Geometry.

- VI. 1. If two circles touch one another, the centres and the point of contact are in one straight line.
 2. Two parallel tangents to a circle intercept on any third tangent a segment which subtends a right angle at the centre.
 3. On a given base as hypotenuse right-angled triangles are described. Find the locus of their vertices.

- V. 1. To draw a common tangent to two circles.
 2. To inscribe a circle in a given triangle.
 3. Construct a square on a diagonal of 3' 0", and measure the lengths of each side. Obtain the average of your results.

Latin.

- VI. 1. Write, in Latin, the substance of Cicero's letter to his brother Quintus in Britain.
 2. Explain, with examples, the sequence of tenses in Latin in oblique questions.
 3. Translate into English and retranslate into Latin,—*Eneid*, Book II., lines 250-259; scan lines 296, 297.
 V. 1. Translate into Latin, Exercise (b), page 122.
 2. Scan and explain the rules of prosody illustrated in,—*monstrum horrendum in forme ingens, cui lumen ademptum*.
 3. Translate into English and retranslate into Latin,—Cicero's Letter, No. VIII., lines 11-19.

German.

- VI. & V. 1. Write a résumé of *Wallenstein's Tod*, or, of *Die Geisterseher*.
 VI. 2. Work Exercise 25, page 249, Translation 1-15.
 3. "The German Present, Imperfect and Perfect Tenses Indicative do duty for various English meanings," Show what various meanings.

- V. 2. Translate into German Reproduction, page 247.
 3. Use, in sentences, the Prepositions,—*hinter, nach, gegen, längs, aussen, zufolge, trotz*.

Italian.

- VI. & V. 1. Narrate, in Italian, a short story from your reading.
 2. Give, in sentences, the two plurals of,—*il frutto, il legno, il riso, il carro*.
 3. Translate into Italian, Exercise 39, 1-8.

French. (Papers to be written entirely in French).

- VI. V. 1. Give a sketch of Richelieu as he appears in *Cinq Mars*, or, write a letter as from Madame de Sévigné to her daughter.
 VI. 2. Give, in French, examples of,—*l'ellipse, le pléonasme, l'hyperbole, la périphrase, l'antithèse*.
 3. Write an essay on "style."
 V. 2. Translate into French, Reproduction, page 241.
 3. Show, in ten sentences, the use of the unemphatic and emphatic Personal Pronouns.

Drawing.

1. A study of a horse.
 2. A family group or a figure reading.

Musical Appreciation.

1. Write a short account of the Brahms-Wagner controversy, or, relate some of the incidents connected with the intimacy of Brahms with the Schumann family.
 2. Write three lines on any five of the following:—Joseph Joachim, Johann Strauss the younger, the "Sonatensatz," Marxsen, the two versions of the "Walzes," Brahms' treatment of German folk-song, Remenyi.

Reading.*

Father to choose unseen poem and a leading article.

Music.*

Report progress.

Singing.*

Father to choose an English, a French, and an Italian song.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

THE HOUSE OF EDUCATION

(Secondary Training College).

AMBLESIDE.

(Founded in 1891 by Miss Charlotte M. Mason, Principal till 1923.)
"FOR THE CHILDREN'S SAKE."

Man cannot propose a higher or holier object for his study than Education.—PLATO.

Examiners:

W. G. DE BURGH, Esq., M.A., Professor of Philosophy, University College, Reading, examines in Practical Teaching, Psychology, the Theory and History of Education.

The Rev. A. THORNLEY, F.L.S., F.E.S., F.M.S., examines in Nature Lore.

St. John's Ambulance Association, in Hygiene, etc.

J. PHILLIPS, Esq., in Drawing and Handicrafts.

Principal:

MISS E. A. PARISH.

Secretary:

MISS M. HARDCASTLE.

Treaching Staff: Miss DRURY, Miss M. C. GARDNER, M.A., Mdlle. MOLMY, Miss K. E. LIMBERT, Miss MOFFATT (*resident*). THE REV. F. LEWIS, M.A., Miss BELL, W. H. WADDINGTON, Esq., W. E. L. ALLEN, Esq., M.D. (*visiting*).

The OBJECT of the House of Education is to provide for women a special training in the knowledge and the principles which belong to their peculiar work, *the bringing up of children*. It is needless to enlarge on the value of training in giving impulse and direction as well as knowledge and power; and this particular training should be of service to all who may, in any way, be concerned in education.

Candidates for admission must have received a sound education. There is an entrance examination. The students of the College qualify to become,—

(a) *Primary Governesses.* These teach boys and girls from six to ten years of age, whether in families or in Preparatory Schools following the P.U.S. programmes. They do not take "entire charge."

(b) *Secondary Governesses.* These qualify as teachers to more advanced pupils (aged from 10 to 17 or 18). They should, as a rule, enter with certificates of attainments, though such certificates are not indispensable as the entrance examination affords a test.

(c) *Mistresses of P.U.S. Classes or Schools.**

(d) *Mistresses in Secondary Schools* in which the P.U.S. Programmes are followed.

There is but one course of training; the division into (a) and (b) depends upon the student's previous attainments; the entrance examination (a test of intelligence) must be taken by all.

The work of the College may be classed broadly under the following heads:—

I. Ethics and the philosophy, history, methods and principles of Education. This work is tested by three papers set by the Inspector, dealing with the history of education, practical education (methods, etc.), and the theory of education; a student's final certificate largely depends upon these papers. The aim of education, as presented to the students, is,—To produce a human being at his best—physically, mentally, morally, and spiritually—quickened by religion, and with some knowledge of nature, art, literature, and manual work.

II. The practice of education under direction (in the Practising School, which includes Forms I to VI of the Parents' Union School, the six Programmes of the School are followed in every subject); criticism lessons; the work is tested by a lesson given by each student before the Inspector, the marks she receives going towards her Certificate.

III. The teaching of languages: elementary Greek; Latin, French,† German and Italian, on P.U.S. methods; courses of lectures in French on French History and French Literature.

The Inspector hears each student do some *viva voce* work in each of the languages at the close of her training.

* It is increasingly common for a few families to combine and form a class or a small school which one or more House of Education Students may be invited to carry on; (such a nucleus should guarantee the required salary or salaries). Several children in one Form or a few in two Forms constitute a Class. Should such "nucleus" contain children of varying ages and in say, three or four Forms, the children make a School though it may be a small one.

† Great pains are taken to secure fluency and a good accent, and some residence in France is usually insisted on.

- IV. The teaching of Mathematics upon modern methods.
- V. Nature-Lore, which includes the acquiring of familiar acquaintance with the natural objects—wild flowers and fruits, trees, birds and insect life—of this beautiful country; field work (in botany, natural history, geography and geology) and the keeping and illustrating in colour of a Nature-diary. The NATURE-LORE CERTIFICATE assures a knowledge which should enable the teacher to gratify the intelligent curiosity of children, and to introduce her older pupils to the delightful pursuits of the field naturalist. This nature study is supplemented by definite scientific teaching in botany, biology, geology, astronomy, etc.
- VI. The teaching of English, reading, singing, and the piano, receives attention. On every Tuesday evening, some one of the students reads a paper dealing with a given author or composer, illustrated by readings or performances from his works. These evenings are known as "Scale How Tuesdays."
- VII. Some teaching in human physiology and hygiene is given; first aid and home nursing (tested by the examinations of the St. John Ambulance Association); Ling's Swedish system of Gymnastics is followed, both in free-standing movements and in exercises performed with apparatus—Swedish boom, etc.—in the Gymnasium; the art of taking walks, scouting, cricket, hockey, graceful callisthenic exercises with the ball, skipping-rope, etc., and dancing, are amongst the means of health and happiness to the use of which the students are trained.
- VIII. Art: Drawing from the object, figure, landscape, in charcoal and water-colour (monochrome or colour scheme), on broad artistic lines. Modelling in clay, wood carving.
- IX. Arts and Crafts. Prominence is given to manual training both for its own sake and as affording various interests. Among the subjects taught are cardboard Sloyd, book-binding, wood-carving, basket-making, leather and brass repoussé work, needlework, knitting and netting.
- The students are trained to carry their pupils through the progressive classes of the Parents' Union School, which includes in its Programmes Bible knowledge and Church History, Latin, French, German and Italian, Mathematics, Literature, History, Geography, Scientific and other subjects, in addition to those indicated above. They also take charge, two at a time, week about, of the girls in the Practising School, under the Head Mistress and the House Mistress, in a separate boarding-house (Fairfield).

[There are occasional vacancies in the small Practising School for girls aged from ten to eighteen. Fees: £28 a term. Girls who wish to enter with a view to being trained later are preferred.]

The College training course occupies two years, at the end of which the student sits for the House of Education Certificate, which may be of the first, second or third class. The Class of her certificate is not the sole or even the chief test of the qualifications of a student.

Students are not admitted under eighteen, or, for less than two years.

The year is divided into three terms, Spring, Summer and Winter; the First from the middle of January to the middle of April; the Second from the end of April to the middle of July; the third from the end of September to the middle of December.

There are three vacations, Winter, Easter, and Summer. Part of the Summer vacation is spent by the senior students in probationary teaching; and the junior students are expected if possible to spend some weeks in France.

Students enter in January. There are occasionally one or two vacancies at Easter but students cannot begin their training in September.

Fees, *payable in advance*, £36 13s. 4d. a term, which includes the cost of the more important books used, stationery, materials and the use of tools for handicrafts, examination fees, etc.

The students pay for their own washing.

Every student, on completing her training, must pay a fee of £5 to the *Parents' National Educational Union*. This fee, which entitles the student to the *Parents' Review* for three years, and to a Life Membership of the Union, is paid to the *Secretary of the P.N.E.U.*, at the London Office. It may be paid at once, or in instalments lasting over a year.

The training is carried on at "SCALE HOW," a finely situated building on high ground including—besides sleeping and living rooms—Lecture Rooms, Work Room, Practising School, Gymnasium, etc., in its own beautiful grounds.

The House of Education Certificate, which is awarded to successful students at the end of their training upon their examination in the Theory and Practice of Education, guarantees practical skill in teaching; some knowledge of the principles of physical, ethical, intellectual, and religious Education; and that the student is instructed to train nerve and muscle, intelligence, will and conscience in such wise as to work towards the fullest development of the children committed to her care. It certifies a knowledge of

P.N.E.U. methods of teaching and of text-books; and that the student is in touch with the educational thought and work of the Union. It attests, too, that she is trained to educate the hand by means of useful and delightful Home Arts. This certificate testifies, in a word, to some degree of the "all round" qualifications necessary to those who take in hand the education of young people up to the age of seventeen or eighteen, at which age specialisation should begin.

The Certificate will be awarded only when the student shows herself possessed of—to adapt a phrase—the enthusiasm of childhood, which makes all work of teaching and training heart-service done to God.

The interest felt in the House of Education is widespread, and it is not possible to supply the demand for governesses trained here. Earnest and well bred women who are looking out for good work are invited to offer themselves for training. The need of devoted co-workers in their labour of love is grievously felt by mothers, especially by some of those whose engagements press heavily upon them. There is also a large demand for teachers in schools, but it is possible to supply students only to those which take the Parents' Union School work.

Anyone employing a House of Education student must become a member of the P.U.S. and the P.N.E.U. The P.U.S. issues a common curriculum for families and schools. Programmes of work and examination papers on them, in six forms (for pupils aged from 6-18), are sent to members term by term, and the pupils' work is examined and reported upon. Fuller particulars of the P.U.S. may be obtained from MISS KITCHING, Director P.U.S., House of Education, Ambleside. Particulars of the P.N.E.U. from the Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.

It is most desirable that ladies inquiring for such students should not be at the same time in correspondence with other candidates for the post. The students do not advertise or answer advertisements if they wish at any time to receive posts through the College. The House of Education does not train nursery governesses. A student's salary is paid by the term (one third of the year's salary) and a term's notice on each side is necessary.

For form of entry, etc., to the College apply to:

The Secretary,

HOUSE OF EDUCATION,

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Catalogue of the Library. 10d., post free.
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The Parents Review (the monthly organ of the Union). Specimen copies can be obtained free of charge.

For further information apply to the Secretary, Parents' National Educational Union (Incorporated), 26, Victoria Street, Westminster, S.W.1, who will arrange for a visit from the Organizing Secretary (trained by Miss Mason) where desired.